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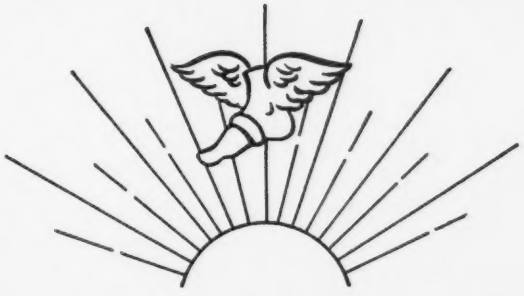

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The PHYSICAL EDUCATOR will consider manuscripts in the areas of health, physical education, recreation and safety, as well as pertinent articles in related fields. These should be double-spaced, well-illustrated wherever possible, and brief. All manuscripts will be read by one or more members of the Editorial Board before any decision is made. Any rejected manuscript and all photographs and cuts will be returned to the sender as soon as possible.

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The Physical Educator

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In the Editor's Corner

Just Boys, Not Little Adults

THE PAST DECADE has seen a new phenomenon in sports, the ever increasing number of athletic teams and leagues sponsored by out-of-school agencies. Such activities as Little League, Ittsy Bittsy Basketball, and Pee Wee Football are among those that affect the younger population, those in the ten and above age bracket. All of them carry on through a tournament to determine the champion; many include district, state, and national elimination plans. Little League, for example, even includes a few countries outside the United States.

These teams, especially on the grade school level, are usually sponsored by community groups such as Kiwanis or Lions, but there appears to be a growing trend for new promotional efforts by other parties. The net result is that in many areas of the country, we see a most unusual situation; increasing numbers of youngsters rush from the school or recreational centers where these activities are not sponsored, to some other place where they are sanctioned.

What happens to the individual physiologically is determined by the number of games played, the amount of practice required, and directly by the coaching and leadership. The psychological stresses are in the same category, with the parents sharing a tremendous responsibility here. And the sociological climate in which these games are played also have a part in determining values because many of the contests are carried on essentially on an adult level, with adult objectives and adult incentives. The coach who said "winning isn't everything, it's the ONLY thing" is a case in point.

We should remember at all times that grade school boys are **NOT** little adults, and should never be treated as such. They are BOYS, growing boys who need guidance, leadership, and education, the best we can provide for them. They also need protection, protection from adults who do not understand their needs, or occasional irresponsible leadership which cares even less.

Then, too, if we concentrate on a few of the highly skilled youngsters, athletically speaking, even if these activities are good and the leadership is adequate, what about the many who are usually neglected? Perhaps we need to save a few things for the adolescent and adult levels and not give the athletically elite all the opportunities at too early an age. It might be possible if we did this, to give the many others needing the socializing and fitness aspects of sports, their chance through increased emphasis on expanded intramural and recreational programs.

Any contact sport is highly questionable at this age, especially when the pressures of competition with adult spectators require that the youngster go at top speed during the contest, and it is difficult if not impossible for anyone to stop when he gets tired or loses interest. In the "Vulnerable Age" Dr. Charles Lowman, the orthopedic surgeon on the west coast discusses the possible injury to joints, and especially the "gradual piling up of minute traumata to growth cartilages an dgrowth structures from intense use under stress which may not show up immediately." Dr. John Reichert, a pediatrician in the Midwest talks about the "punishment and fatigue of strenuous competition" and says this can "throw a damaging overload on immature hearts, lungs, brains, and kidneys . . .

A large insurance company after a study of 46,000 athletic claims found that "the younger the player the greater his chances of being hurt." It also might be pointed out that medical examinations are sometimes non-existent or incomplete and essential equipment may be insufficient or lacking.

What can be done about it? As long as the American Medical Association, as well as groups such as the American Association for Health, Physical Education and Recreation, oppose tackle football below the tenth grade, we have some authoritative backing. As far as Little League and similar promotions are concerned we can improve some of the present headaches by providing better leadership. Inter agency planning should also help.

When we have "little adults" used as "billboards" to advertise business enterprises, and leadership that is often untrained, we will continue to have many problems. A well rounded program of physical education, including intramurals and recreation for all, boys and girls, may really be what your community needs.

C. O. Jackson

The "Sea Puss"—Menace To Surf Bathers

Frederik A. Olesen,

THE "SEA PUSS" is a rip current which is defined as seaward moving streaks of water which return the water carried landward by waves.[1] These currents accompany large waves breaking on an exposed coast. Rip currents flow for the most part at or near the surface, and should not be confused with what is commonly called "undertow." They move outward from shore at a speed that may reach two miles an hour and for a distance of 500 feet or more from shore. The strong outflow of current and the presence of channels along the bottom formed by these currents are a serious danger to surf bathers.

The misconceptions of a violent undertow which drags surf bathers beneath the surface was challenged by C.M. Davis thirty-five years ago.[2] Conflicting evidence has concerned itself with the question: are bathers pulled out from shore by the "sea puss," or do the waves have as much forward as backward movement?[3]

Surf rescues by lifeguards along the California beaches, along with observations by Sheperd[4], showed that swimmers were dragged out from shore in comparatively narrow seaward-moving belts of water. The same holds true along the Atlantic seaboard beaches.[5] These lanes of agitated water extend outward usually at right angles to the beach, and are usually well known to life guards and experienced swimmers. They are known as "rip tides" or "sea pusses." "Rip currents" however, is a more appropriate term, since they may or may not be affected by the tides.

These rip currents move seaward both at the surface and underneath the surface. They are quite distinct from the so-called "undertow."

THE UNDERTOW

Waves, created by onshore winds, push water ashore, up on the beach above sea level. Gravity forces this water back and on its return rushes under the shoreward moving waves. Such movement has been termed "undertow."[6] This seaward return of water ceases where the waves crest and break (combers) and rarely extends beyond this point.[7] Undertow will not carry a bather beyond the breakers; usually the force of the incoming waves will return him close enough to shore to place him out of danger.

THE SEA PUSS

The rip current or "sea-puss," on the other hand, extends seaward for some distance beyond the line of breakers, and accounts for the surplus of water piled up on the beach by constantly incoming waves above sea level.[8] It can drag a bather beyond his depth some distance from shore.

GENERAL CHARACTERISTICS OF RIP CURRENTS—SURFACE CHARACTERISTICS

1. *Sediment-laden water:* A brown streak running off shore extending beyond the breaker zone where the beach contains fine sand or silt.

2. *Green water:* Sometimes a belt of green water can be seen on the shoreward side of the breakers. This condition occurs when a greater depth is found along the bottom of the rip current. These channels are likely to run diagonally to the shoreline.

3. *Foam belts:* Where the bottom is hard (packed sand) or rocky the rip currents may show no discolored water (silt & sand), but may show bands of foam seaward from the breakers.

4. *Agitated water:* The surface water within the rip current is greatly agitated, similar to a tidal current moving against oncoming waves. This can be felt, seen, and heard by the swimmer within and at the edge of the rip current. The irregular waves within the rip and beyond the breakers makes breathing very difficult for the swimmer caught in this area.

5. *Gap in advancing breakers:* Waves break in rip current zones, but usually nearer to shore than the head of the rip (the outermost extension of the rip from shore, see fig.1). If the head of the rip lies within the breakers' distance from shore, the head has the appearance of a large circular oil slick with foam and green water in it, the waves passing through it breaking on the shoreward side of the head. A gap in the oncoming breakers does

[1]Contributions from the Scripps Institute of Oceanography. New Series, No. 126,1941.

[2]"The Undertow." Science, Vol. LXII (new ser. 1125). pp. 26-8.

[3]Walter C. Jones, "The Undertow Myth," Science, Vol. LXI (New Ser., 1925), p. 144; Wallace Craig, "The Undertow," Science, Vol. LXII (new ser. 1925) p. 30; I. Bernat, "The Undertow," Science, Vol. LXII (new ser., 1925), pp. 30-31; Davis, "The Undertow Myth," Science, Vol. LXII, (new ser., 1925), p. 33.

[4]"Undertow, Rip Tides or Rip Currents," Science, Vol. LXXXIV (new ser., 1936), pp. 181-182.

[5]Studies made by the author.

[6]"Undertow," Science, Vol. LXXXVIII, (new ser., 1938), pp. 279-81.

[7]"Undertow," Science, Vol. LXXXIV (new ser., 1939), pp. 78-79.

[8]Evidence of subsurface drift, but some distance from shore has been noted by O. F. Evans, op. cit.[6]

not necessarily mean a seaward moving rip current as this condition may also be due to a belt of greater depth along the bottom at right angles to the shore.

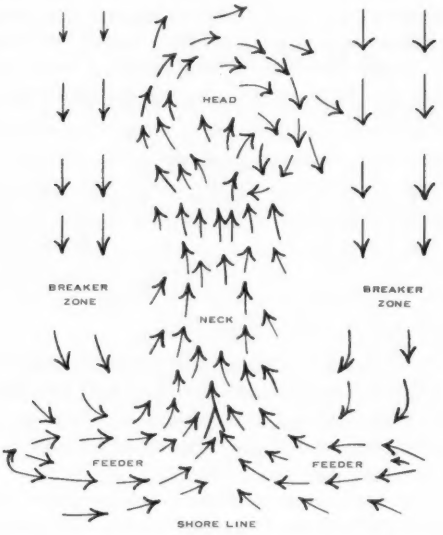

FIG. 1 - SKETCH OF A RIP CURRENT AND THE COMMON ASSOCIATION OF NEARBY CURRENTS.

6. *Seaward movement of floating objects:* A swimmer in doubt of a rip current may test conditions by throwing brightly colored floating objects into the rip currents and observing them move directly seaward against oncoming waves or wind, or both. An object floating for the most part below the surface, such as a bottle partly filled with water or a water-logged piece of wood, will move seaward more rapidly, since it is less affected by the shoreward action of breakers and wind. For the same reason, a bather caught in a rip current moves fairly rapidly outward from shore. The pull outward from below the surface is experienced by the swimmer.

WIDTH AND OUTWARD EXTENT

Estimates made at Venice, California, by C.P.L. Nicholls, put the outer limits at about a half a mile.[9] At La Jolla, California, rip currents have extended beyond the end of the 1,000 foot Scripps pier. From the cliffs along the San Simeon-Carmel coastway, rip currents appeared to extend outward from shore for about half a mile, under average wave conditions.

On the other hand, along the south shore of Long Island, New York, from the Rockaways, eastward to Montauk Point, the author estimates that the rip currents in this area do not extend more than a fifth of a mile off shore. It has also been observed, that the higher and more forceful the waves, the more numerous are the rip currents and the farther they extend from shore seaward. With an increase in wind and size of waves, in addition to increase in drag seaward, new rip currents not normally present make their appearance.

Rip currents vary in width, usually narrow near shore and widening as they move outward. Inside the breaker belt, they may be less than 50 feet across, but once beyond the breakers they may measure 100 feet across. Swimming out of a rip current near shore is not too difficult for a strong swimmer, but a longer swim is required beyond the breakers.

RELATION TO COASTAL AND SHORELINE CONFIGURATION

Statements from life guards confirm the presence of rip currents along straight coast-line beaches with waves pounding directly in on the beach. However, rip currents are found on all types of coasts where waves pound in more or less directly against the shore.

Relation to indentations: Rip currents are often found off the center of small indentations, as well as in larger coastal indentations. When there is no prevailing alongshore current, they may move outward at the center of the indentation. They may also form on the downcurrent side of the indentation where strong drifts may build up. Increased wind and higher surf amplify these conditions.

Relation to rocky coasts: Rip currents may develop off rocky coasts where there is no beach, as in the case of the rocky cliffs of Point Loma near San Diego, California. It is believed that rip currents are less common on rocky coasts than they are off sandy beaches.

Relation to artificial structures: Rip currents often run seaward alongside piers and breakwaters. Warning signs posted by life-guards in such areas should be heeded by bathers.

MOVEMENT OF RIP CURRENTS

Surface movement of rip currents are confirmed by life guards,[10] as well as the author's observations for eighteen summers along the south shore of Long Island, N.Y. The typical rip current is composed of three parts, as shown in fig. 1:

(1) a feeder or feeders

(2) a neck

(3) a head

[9]Supervisor of aquatics at Los Angeles department of playgrounds and recreation.

[10]Op. cit. pp. 345.

The feeders run close to and parallel to shore. They lead diagonally into the neck which moves almost directly seaward, at right angles to the shore. These feeders may move toward the neck from one or both sides of the neck and may attain a speed of two miles an hour. One feeder may flow more swiftly than the other. Higher velocities may occur during heavy surf and storm waves. Water enters the neck from the feeders as well as from the sides farther out (see fig. 1). Current velocities in the neck are greatest closest to shore but tend to slacken farther from shore due to the breaking of the incoming waves which check the outgoing current. With each advancing wave the outmoving current is checked or given a strong side motion. After the crest of the wave has passed, the outward flow continues. In the outer portion of the neck the counteracting effect of large breakers is marked and interferes with the seaward passage of floating objects. This is the most dangerous place for a swimmer, especially if he is trying to swim out of the neck on the side from which the main (alongshore) current is moving. Likewise, at a point where the main (alongshore) current and feeders are entering the neck from both sides, the swimmer may be held within the neck until there is a pause in the incoming breakers, before he is carried outward from shore. A floating object thrown out of the rip at the neck, moves shoreward until caught by one of the feeders and is carried seaward once more. In moving seaward the path of the neck undulates under the influence of the incoming breakers. A good swimmer may go through the rip at the neck several times before swimming clear.

The feeders and neck may shift about toward the center of a small one half mile long indentation.[11] The safety bathing area, indicated inside two flags on a fifty yard strip of beach, may have to be moved every 30 minutes for a distance of 100 yards or more to insure safety for the bathers.

Alongside of the head into which the rip current of the neck flows, eddies are often formed. These whirl clockwise on the right side of the rip and counter-clockwise on the lift side. The movement of the water within the head of the rip is centripetal and clockwise. Floating objects tend to move outward and to the right, as viewed from shore.

Subsurface movement seems to be stronger at the neck where it is narrower and closer to shore. When the rip spreads out as it moves farther from shore, the subsurface movement becomes slower as the depth increases. Observations at the Scripps pier[12] showed surface rip currents probably do not extend downward to a greater depth than five or six feet. The subsurface water movement in a rip current does not draw a swimmer beneath the surface. A swimmer's body may be tilted in the direction of the subsurface flow but not necessarily pulled under the surface.

Factors affecting rip tides may be variations in currents, wind direction, tides, waves, changing contour of shore. Further investigation in all of these areas is needed.

DANGER OF UNDERTOW EXAGGERATED

Undertow is the term applied to the return of water pushed up on shore by the force of incoming breakers as it tends to rush back to sea level. It seldom extends seaward beyond the point where the waves break. The return is along the bottom or as a concentrated flow outward along the surface and near surface of the water as a rip current.

The force of the incoming waves will assist the swimmer ashore in spite of undertow providing he stays afloat and stays clear of the feeders of rip currents.

DANGER TO BATHERS

Rip currents are the chief danger to surf bathers. The two important hazard spots are feeders and the neck of the rip. If caught in the feeders, vigorous swimming toward shore may free a swimmer from his plight. Once he is caught in the neck and moving seaward, he should swim parallel to shore and in the direction of the alongshore current, usually present due to wind or tide or both. Should he be carried seaward to the head he will move in a clockwise direction and should rest until carried to the right side (three o'clock as seen from shore), then swim vigorously to escape, swimming away from the head. After escaping from the neck or the head of the rip, the swimmer must swim parallel to shore for some distance before turning shoreward to avoid swimming back into one of the feeders.

Careful study of the breakers before entering the surf will show the presence of rips. Avoidance of piers, breakwaters and other structures makes good sense. Safer swimming conditions will be found in areas from broad projecting points rather than from beach re-entries and small coves where rips are common. Staying out of heavy surf when rips are stronger and more dangerous is good water safety procedure.

PROCEDURES TO FOLLOW

All surf bathers should observe the following precautions:

[11]Observations by the author at Dutch Plains, L. I., N. Y.

[12]"Undertow," Science, Vol. XXXVII, (new ser., 1938), pp. 78-79.

1. Follow the rules and regulations posted by the beach authorities.

2. Heed signs that warn of danger around docks, jetties, rock piles, channels, holes, wrecks, submerged objects.

3. Be wary of beaches having unusual land configurations.

4. Before entering the water, look for signs of a rip current or sea puss, such as a streak of water extending seaward from a position near the shore which appears agitated, or foamy, or different in color, which causes interference with the incoming breakers, and terminates in an oily-slick circle, usually appearing beyond the breakers.

5. If caught in a feeder, and being pulled parallel to shore, swim vigorously toward shore.

6. If caught in the neck of a rip current and being pulled seaward, swim vigorously parallel to the shore in the direction of the prevailing set (the alongshore current) for some distance, and then swim toward shore. An alternative would be to float with rip current, resting, until the head is reached, then swim from it, parallel to shore with the set or alongshore current for some distance before heading for shore.

7. It is most important not to panic. Rip currents do not pull one below the surface.

8. Stay out of the surf during a stormy, turbulent sea. At such times the danger of being accidently carried out to sea is greater, for under these conditions rip currents increase in number and their offshore pull is accelerated.

If the foregoing rules and suggestions are followed, the bug-a-boo Sea Puss need not loom as a monster menace and safe surf bathing *can* be made possible.

American Medical Association Resolution

School and College Physical Education

Whereas, There is increasing evidence that proper exercise is a significant factor in the maintenance of and thereafter has encouraged and supported sound programs in this field; and

Whereas, There is increasing evidence that proper exercise is a significant factor in the maintenance of health and the prevention of degenerative disease; and

Whereas, Advancing automation has reduced the amount of physical activity in daily living, although the need for exercise to foster proper development of our young people remains constant; and

Whereas, There is a growing need for the development of physical skills that can be applied throughout life in the constructive and wholesome use of leisure time; and

Whereas, In an age of mounting tensions, enjoyable physical activity can be helpful in the relief of stress and strain, and consequently in preserving mental health; therefore be it

Resolved, That the American Medical Association through its various divisions and departments and its constituent and component medical societies do everything feasible to encourage effective instruction in physical education for all students in our schools and colleges.

To What Extent . . . Are We Really Educating For Health Through Health Instruction?

Mary K. Beyrer

A CONSIDERATION OF the area of health instruction as it exists within the total school health program often raises a series of questions to which all of us need to be alert. Some of these questions have easy, convenient answers while others may be a bit disturbing. Some will draw quick positive replies; others will receive immediate negative nods, while still others are the kind you will want to think about awhile. Some are philosophical in nature; others are definitely practical. All need to be considered by honest, searching, open-minded individuals who care about fulfilling the responsibilities and challenges of health instruction in the best possible way.

A sampling of such questions reveals that they group themselves quite conveniently as follows:

I. Is all instruction educational?
II. What personnel and curriculum patterns do we use?
III. Is curriculum organization and development necessary?
IV. Do our teaching methods *involve* the students?
V. Are we the most effective of all methods?

I. *Is all instruction educational?*

Is all *health* instruction *health education?* Or is some of it just exposure to health facts?

What is the purpose of health instruction? Does it differ from the purpose of *health education?* Should it?

Does all health instruction automatically create good attitudes—desirable behavior—improved skills—better values?

Are the methods you and I use for instructional purposes means to an end? Or do we use some just as ends in themselves? As entertainment? Busy work?

Because we've shown the film, set up the role playing situation, or taken the field trip, can we assume that *effective learning* has taken place or behavior changed? Can we always change behavior? Should we try to?

To what extent, then, is all health instruction health education?

II. *What personnel and curriculum patterns do we use?*

Do you agree that *every teacher,* regardless of specialty, and every *member of the school staff*—custodian, principal, bus driver, cafeteria workers—*is a teacher of health education* in *some* way—some in *many* ways? Do all of these individuals comprise the health team? Does your custodian know he's a member? Is he, or the cafeteria worker, or the secretary in the principal's office the kind of "health teacher" we desire?

Or is between 10:15-10:45 on Mondays, Wednesdays and Fridays the only time that health education is "taught"? And does only the classroom teacher "teach" it? Does she have the major responsibility? Logically? Or should there be a health specialist? Is effective health instruction outside of the realm of the classroom teacher?

Is health instruction a *continuous* thing—or a once-a-day or once-a-week consideration?

Should health instruction be confined to the classroom? Can it happen on the playground—or when we are periodically weighing and measuring students or testing their vision—or while we are teaching social studies—or when Dick returns after a ten-day absence—or when Susan gleefully announces that Lynn, who sits next to her, has the mumps?

Is any day or time without its opportunities for health instruction? Does all of a student's health instruction occur in the school?

To what extent are we taking advantage of *teachable moments* when on the spur of the minute we have enough information at our finger tips to turn a situation into a real learning experience?

To what extent *are* we correlating health and social studies, health and spelling, health and physical education, health and reading or literature?

Does health have a place in the core curriculum? Are all these curriculum patterns essential or will one be adequate? Is one any better than the other?

To what extent are we aware of these various curriculum patterns *and using them?*

III. *Is curriculum organization and development necessary?*

To what extent should the health curriculum be planned, organized?

To what extent is it teacher dominated—adult dominated? Subject centered? Who decides what is taught? Is there some scope? Is there

progression? Is there sequence or is there lots of repetition? Should we teach dental health, or any other subject matter area, more than once in a child's school experience or every five or six years? How often? Do we know *what* to teach about dental health and *when?* Does it make any difference? How much *time* should be spent on certain subject matter areas? How do you decide what subject matter topics belong in what grade levels?

How much direct instruction is necessary? Are there any "ground rules"—do you have any idea what other teachers in other grades are teaching? Do *you* have responsibilities for *certain* health concepts?

Where do the students fit into this curriculum picture? Are they at the center of it or on the fringe? Are student interests the "king" of your health program? Do they decide what's going to be taught each year? Should they? Or should one topic just psychologically lead to another? Is the data on student health records considered as a source of student needs? Where do "developmental tasks" enter the curriculum scene? Or student goals and values? Or the type of community in which the school is located?

Is there a general health curriculum guide or "framework" accepted by the school faculty? Do you know where you fit into it? Does this framework enable each teacher to use her particular abilities within it? Should it? Does it allow for student-teacher planning? Is there opportunity for student creativity within it?

Are controversial issues and subject matter areas conveniently side-stepped? Do we teach about the harmful effects of alcohol? Or the use of alcohol in society today and *why* people drink? Are we afraid of sex education? Or *does* the school have an obligation to each student regarding this topic? Is sex education more properly taught at home or by the church? Has the PTA or the School Health Council discussed this? Is it their concern? Should it be? Is this the job of the classroom teacher or the school nurse?

Have we taught health effectively if we've stressed "posture education" or "good grooming" or "how to pick a mate?"

To what extent and how have we organized our curriculum so that effective health instruction is the end product?

IV. *Do our teaching methods involve the students?* To what extent do we use a *variety* of teaching methods and materials so that we *emotionally involve* our pupils? Is emotional involvement important? Possible?

Is there an emotional as well as a logical path to student understanding and motivation?

Is this synonymous with the psychological approach to health education or what is sometimes termed functional approach? What do these terms mean and imply for our classroom situations?

Is action of some type the result of this psychological approach?—action such as the changing of an idea—or attitude—or behavior pattern? Can "action-type-teaching" also include the type of activities that pupils are doing as means of learning. Can a program become "all doing"—"all activity" and result in little learning?

What's involved in the psychology of teaching health? Is it any more difficult to teach than any other subject? Can anyone and everyone teach health? Does a classroom teacher need special help in this area? In-service training?

Is motivation really so important in health instruction? Is fear considered a good motivator? Student goals? Grades?

Is a variety of methods really important? Why? Do most of our methods involve just verbal symbols or do we try to employ "direct experience?"

How many new methods did you use last year? Did you include role playing, brain storming, tape recordings, buzz sessions, puppet shows, guest speakers, field trips, demonstrations, debates, mock TV shows, evaluating of magazine ads, writing comic strips?

Have you five or six methods of which you are a master; ones that always are successful?

How do we choose a certain method to teach a certain topic?—do we choose the one, even though we may not realize it, that *we* like? Or one that's relatively simple? Or one that involves only a little work? Or do we choose a method because we're convinced it's the best way of teaching *that* particular topic? Is one method really any better than another?

Are our methods geared toward trying to make students *think* or *memorize?* Solve problems or find the answer in the text? Stimulate creativity or fill-in-the-blank?

Speaking of textbooks: Is there a place for them in health instruction today? Or have pamphlets taken their place? Are textbooks old-fashioned? How do you use one effectively—only as a reference book? Is there a special

reason for always starting with the first chapter and then studying each consecutive chapter?

Is the use of free materials and pamphlets just a fad? Are there any *good* ones put out by commercial organizations or are they just an advertising gimmick? What about the insurance companies and the trade associations and the voluntary health organizations—are their materials full of facts or fallacies or a little of both?

And speaking of facts—are facts necessary in our current health education or is it attitudes and skills that we're really after? Are the terms physiology and hygiene old-fashioned? Where and how do facts and factual information fit into functional teaching? Should we as teachers stress specific facts or where to find them? Is knowing where to go for information important?

Where do *you* go for your current health information? How do you keep up to date regarding health information—radio, television, newspapers, neighbors, your college hygiene notes, TODAY'S HEALTH, TIME MAGAZINE, JOURNAL—are all equally reliable sources of information? Is it important that we know the difference between the Sabin and the Salk vaccine, or the current information regarding cures for colds, or the scientific meaning of "tired blood" or the latest food fads and diet pills?

And can we ever talk about methods or materials in health education and not mention the community resources?

Or can we ever mention health instruction and not consider how we're going to *evaluate* what's been taught? Will true-false and multiple choice questions do the trick? Is it possible to evaluate or measure a change in attitude or skill?

V. *Are we the most effective of all methods?*

Finally—to what extent are we—you and I—the teacher, nurse, the principal—a medium for health education? Or are we just an instructional mouthpiece? Are we a Number One Example? An A-One Method? Are we effective audio-visual aids?

Do our enthusiasm—our keen belief in health education—our actions—values — behavior — attitudes, convey and reflect our philosophy and our hope for our students? Are we what we would hope our students to be?

In summary—

These are the questions and the challenges that we face — instruction that's educational, curriculum patterns that are varied, curricula that are both planned and flexible, and methods that both *involve* and teach. But let's never forget:

"No printed word nor spoken plea
Can teach young hearts what men should be
Not all the books on all the shelves
But what the teachers are themselves."

To what extent—are we *really* educating for health through health instruction?

SILENCE

If you stand very still in the heart of a wood,
You will hear many wonderful things;
The snap of a twig and the wind in the trees,
And the whir of invisible wings.
If you stand very still in the turmoil of life
And you wait for the voice from within
You'll be led down the quiet ways of wisdom and peace
In a mad world of chaos and din.
If you stand very still, and you hold to your faith
You will get all the help that you ask;
You will draw from the Silence the things that you need
Hope, and Courage, and Strength for your task.

—Patience Strong

Motor Learning and Golf*

Warren R. Johnson

A SEMESTER IS certainly not enough time in which to study this subject of motor learning—especially if one takes into account its implications for human development and mental health. In the brief time available, an attempt will be made to survey the subject and to point out some useful applications for the teaching of sports skills generally and golf in particular. More specifically, the discussion will center around: (1) some recent developments in motor learning theory, (2) some factors which seem to affect the efficiency of motor learning, (3) some principles of teaching motor skills, and (4) some problems which lurk about ready to demoralize the learner and make the teacher look like a coach on the wrong end of a 70-0 ball game.

Before the turn of the century, some psychologists were studying motor learning and such eminent men as James and Thorndike stressed the importance of the systematic investigation of this aspect of human behavior. James in particular seemed to appreciate the role of controlled muscular movement in human welfare. Half a century later world war II provided a tremendous stimulous to the study of motor learning; for the circumstances of modern warfare required men of different levels of motor capability to learn to manipulate a wide range of military machines. Since that time research on motor learning has continued in fields ranging from physical education to space travel.

We may think of motor learning as the acquiring of control over movement. Whether one is interested in flying an airplane, speaking, tumbling, playing a violin or playing golf, disciplining the neuro-muscular mechanisms—or to put it another way, eliminating all undesirable movements—amounts to control and learning. For example, in our Children's Remedial Fitness Clinic we have children whose movements are so lacking in control that even the simplest skills such as running, jumping, or even crawling, are impossible for them. This is the more perplexing when we consider that sometimes a child understands what he is asked to do; but when he attempts to do it something goes wrong. It may be that his conscious *idea* of the movement is not properly translated to the unconscious brain centers which control movement. This translating has to be done in such a way that the motor cortex can fire the proper patterns to produce the desired movement. Perhaps the neural message is garbled further down in the nervous system so that the wrong muscles are stimulated. At any rate, the wrong leg moves, an arm moves in rather than out, or the lower body moves without regard for what the upper body is doing. All this sounds a little like a composite picture of me when I play golf—but that's another story.

Very recently a brilliant student of human behavior has proposed and presented evidence in support if a theory which suggests that motor learning is a matter of programming a "memory drum" (to borrow a term from electric computors) in the brain. When this programming has been accomplished, desired responses may occur automatically and unconsciously when desired because they are, so to speak, firmly recorded in the "motor memory." (Consider for example the automatic finger action of the professional pianist whose thoughts are free to consider interpretataion of his music and perhaps audience reaction.) This process of becoming automatic and unconscious also involves a shift in control centers. That is, control of the automatic movements shift from the upper brain, the cerebrum, to a portion of the lower brain, the cerebellum. Consequently, the half-back dodges down the field without the least thought about which leg to swing next or which arm; his thoughts are on the field with its would-be tacklers and blockers.

In our Children's Clinic we see this shift from cerebral to cerebellar occurring when an uncertain child has to think of every movement when on the trampoline or balance beam, but then presently he is performing these skills without thought of them while he performs still another skill at the same time. At this point his memory drum has been programmed to bounce or balance without conscious direction; and control for these movements has become cerebellar. His upper brain is now free to become engaged in programming a new pattern of movements. You see this kind of thing going on in your golf teaching all the time. And the stance and swing are essentially cerebellar to you but cerebral to your pupils.

But now for some factors which affect the efficiency of motor learning.

1. *Age.* The very young and the very old are at a disadvantage in comparaison with the young adult especially. However, those who have worked with the young and old have great respect for what they can learn. Still, it is undoubtedly wise to acquire well established motor skills before old age because learning is more difficult then and more subject to frustration and defeat which is all the more unfortunate because recreational motor skills are so vital to happiness health in the advanced years.

*Speech for the Professional Golfer's Association, April 1960.

2. *Incentive.* In our Children's Clinic our student-clinicians often get children to learn skills that were supposed to be impossible for them because of such conditions as brain damage or visual defects. The key consideration here, I suspect, is that the children become so anxious to learn that they stretch their alleged neuro-muscular potential.

   Similarly, people tend to be highly motivated to learn golf and to approach learning it with enthusiasm; but, as practice continues, the teacher must think of ways to keep incentive high in the face of inevitable frustrations as learners try to whack that little ball with that knob on the end of a stick; in the face of plateaus of learning, expenses, etc., nothing succeeds like success.

   But of course performance in the motor skill is not the only consideration here. All of the circumstances surrounding the occasion can add to or detract from incentive value of the experience. There is incentive value in rewarding social contacts, attractive environment, pleasurable but not excessive exercise and perhaps some enjoyable culminating activity which concludes the practice session. These kinds of things determine whether the learner will want to continue to take the time and trouble to program his memory drum and train his muscles.
3. *Distribution of practice.* During the process of learning and making the physiological adjustments necessary for walking and swinging all over the place, it is better to distribute practice in relatively short sessions. Thus, if a beginner has three hours free per week, he would do better to practice in three one hour sessions than in one three hour session.
4. *Aspiration level.* There are experimental indications that people perform better when they aspire to a better performance before performing. You might experiment with having learners set a hole-by-hole and even game score for themselves in advance and see if having a specific target score in mind doesn't help them. (Rauser, J or P, Sept. '59)
5. *Emotion.* Emotion jams up the motor-memory programing and lowers learning ability and performance. As emotion goes up, functional intelligence goes down; therefore the learning situation should be as free as possible from emotional pressure.

And now for a few pointers concerning teaching. Some are implied in the foregoing considerations. The dice are loaded in your favor to start with just as they are in our favor in our Children's Clinic. The reason for this is that golf and other outdoor sports offer people an opportunity to do what they fundamentally crave to do but usually can't. They crave to move their bodies meaningfully and skillfully, to be in the open air, to socialize in a relaxed atmosphere, to hit something violently and perhaps to show they've gotten somewhere in life by being able to step out on the routine of office or home occasionally. Golf has all of these attractions—and is virtuously healthful besides. Now for the teaching pointers.

1. The beginner is likely to be helped by seeing the motor skill as a whole; and sometimes with a little experimentation he can get a "feel" for it with relatively little instruction. Kids learn rock n' roll by getting the feel of it and most adults can't learn it no matter how they try. Adults are too inhibited and this is frequently the case with sports skills too. Teachers of dancing find that so-called ice breakers which break up these crippling inhibitions greatly facilitate the learning of dancing. This should work in golf too.

   When attempting to help the learner to see the skill as a whole it is important to realize that the untrained eye misses much that occurs in a complex movement. This of course is where your slow motion demonstrations with key points highlighted come in.
2. Not only must good performance be rewarded—that is praised—but something should be found to praise before criticisms are made. This is especially true with your more uncertain and tense learners who are trying to crack through their inhibitions and who can become completely demoralized by a critical remark or the wrong tone of voice. Prior to coming to our Children's Clinic our children have failed in motor performance so much that success, any success, is essential if vital confidence is to be established. We attempt to outlaw failure. This situation probably holds for many of your learners too, especially your older ones.
3. The teacher of motor skills must know the mechanics of bodily movements and be able to analyze them into their elements so as to be sure that his corrections are correct. Otherwise he risks teaching faulty skills which once established are difficult to unlearn. Moreover, the teacher of motor skills should be familiar with scientific principles of physical fitness and how to build it. Fitness must move along with skills development because it provides the strength and stamina needed for performing the skills in a game situation.
4. Again emotion. The thoughful teacher of motor skills makes every effort to reduce emotional pressure in the learning situation.

It may be interesting to conclude with a few items which tend to make golf a very difficult game for most people to learn.

1. The beginning golfer, as we noted, is functioning at an upper brain level. He is cerebral—and probably awkward. You pros are cerebellar in your play. This is to say that your skilled movements are largely unconscious and you are up against the problem of figuring out just what you do and how to communicate your largely non-perceptional motor memory to others.
2. You should exclude emotional disturbances from your learning situations as much as possible. In the first place it takes a person of even modest intelligence a very short time to realize that a tiny error at the point of impact with the ball will be vastly magnified the farther the ball travels. This is not a relaxing thought, particularly when you know that your error at impact is not likely to be tiny.

Moreover, it is hard for the beginner in golf to get over the very spooky feeling that he, in all his awkwardness, is being watched—or better still, scrutinized. You take your turn to tee off on number 1 and know that all eyes are on you. Your skill is not such as to bring out any exhibitionistic tendencies you may have; and you feel plain silly. If you are a girl you have to wonder just how rumpy you look in those slacks and if your wiggle will be as ludicrous as the gal's ahead of you.

And finally, one might almost accuse golf of requiring some of the most unnatural movements of any sports. I know one good tennis player who got nowhere in golf because his club worried him when it passed out of sight above and behind him. and he couldn't help wondering what it was doing up there.

The subject of motor learning is fascinating even though our knowledge of it is very inadequate, and golf stands as a real tribute to the fantastic capabilities of the human neuro-muscular system. You who accept the challenge of teaching it are to be congratulated if you do the kind of psychologically clean job the experts do.

Are Gymnastics And Tumbling Essential?

James A. Baley

ARNOLD TOYNBEE, IN his study of world civilizations, has pointed out that 19 of 21 great civilizations have died from within and not by conquest from without. Their decadence was a slow, quiet decline of which few were aware. This process of decay began when the people of a nation became complacent and self-satisfied, when their lives became too soft, and where they became primarily concerned with making their lives more comfortable and more secure.

The Greeks

The ancient Greeks are a classic example of Arnold Toynbee's thesis. In their early beginnings all the Greeks participated in athletics. Homer in the *Iliad* and the *Odyssey* writes that among the early Greeks, people meeting on the street would challenge one another to a foot race, wrestling match, or throwing contest. All the people participated in sports. It was during this, their energetic and physically fit period, that they made their greatest and most lasting contributions to the arts and sciences.

However, as time went on an increasing number of people received their ego satisfaction in athletics by identifying with and cheering for their champions. The number of spectators at athletic contests increased while the number of participants decreased. The great masses of Greek citizens became first physically unfit, then morally unfit, and finally were weakened culturally and intellectually. They became an easy target for the rugged, strong, ambitious, and dynamic Romans.

The Romans

The early Romans kept themselves strong, vigorous, and agile by constant practice at war games because they were ambitious for world conquest. After they achieved this goal, they saw no further reason for undergoing the unpleasantness of war games and tough physical conditioning. They forced their captured people to do all the manual work and to entertain them with displays of their athletic prowess. They luxuriated and dissipated. They became an easy target for the rugged, strong, tough barbarians who swept down from the north.

The Sumerians, Assyrians, Greeks, and Romans were also the greatest nations for a period of time in history.

The Americans

The early settlers of this country were a vigorous and energetic people. They had to be to clear the land, erect log cabins, till the fields, and fight the Indians. Their recreational activities too were vigorous and rough. They valued work, strength, energy, and skill. As a result of this philosophy and these values this Nation has become the greatest in the world—for the present.

ARTISTRY

If we are to remain great we must hang on to the qualities which made us great. But will we? Haven't we already lost some of these qualities? There is ample evidence that we are becoming soft. We don't have slaves to do our work. We have machines. The Kraus-Weber study which compared the physical fitness status of American youngsters with that of European youngsters showed that American children are considerably inferior in this quality. Our children spend too much time sitting and not enough in moving about. They sit while being driven to school. They sit throughout the school day. They sit watching TV. It is no wonder that the male hip girth has grown larger.

Architects studied Milan's 19th century world famous opera house, La Scala, to find reasons for its acoustic perfection. They found that they could seat many more people in the same space in the 19th

century than we now can. The reason for this they discovered was because the seats in La Scala are only 18 to 19 inches in width. Today's American requires seats 22 to 24 inches wide. Physical activity can trim off some of this fat.

The Problem

Man has changed little, if at all, physiologically since cave man times. His body was designed for movement and still depends upon movement for development and growth. A child who doesn't run and play, whose heart isn't exercised, may have a weak ineffective heart. Experiments have shown that exercised rats become larger and heavier and have larger vital organs that do confined rats which cannot exercise. Up until the Industrial Revolution man had to move in order to survive. This is no longer true. He can survive without hardly moving a muscle. Something must be substituted for ground to till, trees to chop, log cabins to be built. This something can and must be athletics and sports for everyone. There is a different sport for everyone. Basketball for the tall and agile; football for the big, sturdy, and aggressive; track for the swift; swimming for the buoyant and streamlined; wrestling for the light and aggressive; gymnastics for the strong and well-coordinated. The introduction of the student to and the selection of the sport which will best meet his needs and desires is best made through a complete and well-rounded physical education program in the elementary school, junior high school, senior high school, and in college.

Even today with the evidence of the unity between mind and body there are educators who are so myopic that they think that the only way we can out-shine Russia is by concentrating all our energies on the sciences. They are suffering from "Sputnikitus"—a dread disease of the brain caused by fear which makes one unable to see the whole because he is hypnotized by the part. Men who burn the midnight oil to invent Sputniks must be physically fit, strong and healthy. That Russia realizes this is evident. They beat us in the Olympics!

All Russian children from primary grades on are required to take three periods per week of fifty minutes each of strenuous physical education activities in which they are motivated toward better performance by the knowledge that their performance will be graded and evaluated.

Evidence is beginning to accumulate to substantiate the subjective judgment of physical educators that gymnastics is a superior activity for accomplishing the most important objective of physical education activities—that of improving people's physical fitness status. It is a sport which could serve thousands more than it now does.

Some Studies

James Bosco in *The Physical Educator* of March, 1959 reported on a study of the physical fitness status of children enrolled in a tumbling and gymnastic program conducted in Champaign, Illinois. This school is known as Pond's Palaestrum and is directed by Charles Pond, Coach of Gymnastics at the University of Illinois. Children from 6 to 12 years old attend classes of one hour duration from one to three times per week for twelve-week sessions. The test used was the Kraus-Weber Test of Minimum Muscular Fitness. Only 9.5% of the children enrolled in the Palaestrum tumbling classes failed this test. Studies made of other unselected groups of children show an average of 55% failures. A study conducted at the University of Iowa showed 66.1% failures. The original Kraus-Weber study showed 57.9% failures. The Slippery Rock State Teachers College study showed 49.77% failures. The Indiana University study showed 45.1% failures. Furthermore, Bosco's study showed that while the percentage of failures increases with age from six through twelve years old for other children, the percentage of failures among children who have participated in tumbling decreases with age.

A comprehensive physical inventory of Judy Wills, an eleven-year-old champion tumbler and gymnast from Gulfport, Mississippi was made by George Marcoulier of Mississippi Southern College. Judy Wills practices tumbling, gymnastics, and related activities for two hours four days each week. She participates little, if at all, in other physical activities. Therefore, we can attribute her physical fitness status entirely, or at any rate, largely, to tumbling and gymnastics. Heredity may account in part for her phenominal performance on this battery of tests, but this is doubtful since neither her mother or father were athletes. Her participation in gymnastics and tumbling is very likely the primary reason for her outstanding performance.

Judy Wills passed all items on the Kraus-Weber Tests of Minimal Muscular Fitness. She passed the "Picking Up Paper" test. She scored in the *excellent* category on both the Larson Test of Muscular Strength and the Harvard Step Test. Both of these tests and norms are designed for college men! She rated *excellent* on the Brace Test of Motor Ability for children 8 to 18 years old. She rated *good* on the Schneider Test. She rated *good* on the Indiana Physical Fitness Test for high school boys and girls. She rated *high average* on the JCR test. The JCR or Junior Officers Candidates Test is a test of fundamental motor skills designed for pilots 18 to 45 years of age. On the AAHPER test for junior high school girls her scale score average was 87.

It will be noted that the battery of tests included tests of physical fitness, tests of muscular strength, tests of motor ability, and cardiovascular tests. On all of these she rated from high average to excellent. Though by no means conclusive, this is additional evidence to bear out our conclusion that gymnastics and tumbling is a superior activity for achieving the objectives of physical education. Without a doubt it should be a part of every physical education instructional program, every intramural program, and every interscholastic or inter-collegiate athletic program if our objective is primarily to serve our students rather than the spectators.

A Practical Solution

The author directs the Hattiesburg Recreation Department Tumbling Tots and Teens program for children four to fifteen years old. The children participate in tumbling, rebound tumbling, calisthenics, pyramid building, doubles balancing, and balance team for one hour each Tuesday and Thursday. The children were given the initial Kraus-Weber Test of Minimal Muscular Fitness in October and the final test in December after ten weeks of instruction. Thirty-six per cent of the children failed one or more of the six test items on the intial test. Only four per cent failed one or more items on the final test.

Gymnastics is not an activity which is easy to teach. The physical educator must give each student individual attention. He should possess skill and fitness adequate to demonstrate the fundamental stunts. He must have knowledge of more advanced stunts in order that he be enabled to challenge the more skilled students. Gymnastics will not immediately appeal to the physically indolent. However, as students improve in strength, flexibility, endurance, and balance their interest will grow by leaps and bounds.

Gymnastics

The inevitable conclusion that we must draw from these studies, if we believe in the importance of physical fitness, is that schools at all levels must provide facilities, instruction, and motivation to make possible gymnastic and tumbling programs at the instructional, intramural, and the interscholastic levels. Teacher preparation institutions must qualify future etachers to teach these anthropologically old activities. Children in elementary, junior, and senior high schools and young people in colleges and universities must be taught the basic stunts. Intramural competition in gymnastics and tumbling must be promoted, organized, and administered. In order for each to become all that he is capable of becoming, intercollegiate and inter-scholastic competition should be made available for the more highly skilled in order that they might compete against others at their own level of ability. We might add that this should be the pattern followed in all sports.

A PROFESSIONAL CREED

I AM A PROFESSIONAL . . .

When I have determined goals to be sought in the lives of individual members.

When I believe that the individual is more important than the activity.

When I use the activity as a means of achieving goals in the life of the person.

When I am willing to recruit and educate leaders and thereby magnify myself.

When I'm emotionally mature enough to stay in the background and let the lay or student leader assume the foreground and permit some of his needs to be met.

When I have developed insight in understanding individuals.

When I have mastered the techniques of instruction and leadership.

When I have the ability to administer a program with efficiency and effectiveness.

When I recognize that offering a person the opportunity of rendering service is giving him a chance for some of the finest growth experiences.

When I see in the program one of the essentials that makes life full and abundant—an essential in life of the individual along with food, clothing and shelter.

H. D. Edgren, Purdue University

The Sixty-Fourth Annual Meeting of the College Physical Education Association

Burris F. Husman

"INTERPRETING PHYSICAL EDUCATION" was the theme of the sixty-fourth annual convention of the College Physical Education Association held in the Willard Hotel in Washington, D. C. December 28, 29, and 30, 1960. One hundred and ninety-two members registered for the convention. From the opening of the meetings by Dr. Ray Snyder on Wednesday to its concluding session on Friday, the program was stimulating and challenging. Included were talks by Dr. Earl Armstrong, Executive Secretary, National Council for Accreditation of Teacher Education; Dr. Bruce L. Melvin, Professor of Sociology, University, of Maryland; Dr. D. R. Mallett, Executive Dean, Purdue University; the banquet speaker, Dr. Kenneth McFarland, Educational Consultant and Lecturer, General Motors, Inc.; J. V. Edsall, Planning Engineer, University of Illinois; and Colonel Edward P. F. Eagan, Chairman, People to People Sports Committee, Inc.

The officers of the Association were: Dr. Ray Snyder, President; Dr. Joy Kistler, President-Elect and Program Chairman; Dr. C. O. Jackson, Past-President; Dr. M. M. Mackenzie, Secretary-Treasurer, and Dr. King J. McCristal, Council-Member-at-Large. The various section meetings and their respective chairmen were:

Basic Instruction: J. A. Friedrich, Michigan State University

Teacher Education: K. C. H. Oermann, University of Pittsburgh

Intercollegiate Athletics: C. C. Widdoes, Ohio University

Intramural Athletics: G. W. Haniford, Jr., Purdue University

Research: R. V. Ganslen, University of Arkansas

The opening general session was highlighted by Dr. Armstrong's talk "The Basic Elements of a Teacher Education Program." Dr. Armstrong stated that all teachers should have a broad general education during their early college days, followed by three or more years of specialized experiences. He stressed the rapid growth of knowledge and indicated that it was extremely difficult, if not impossible, to educate a teacher in four years, but suggested that at least five years is needed to do the job adequately. The speaker cited the urgent need for young people in the teaching profession and suggested several methods for encouraging students to enter the teaching field.

Dr. Melvin Bruce, the principal speaker at the first session of the Basic Instruction Section, discussed the topic, "The Place of Play and Recreation in Our Modern Society." A comparison was made between our society and other societies in existence in the world. It was pointed out that play was different within various social classes within the same society. Recreation in our culture was emphasized because of mechanization which is almost non-existent in many other cultures.

In the Second Basic Instruction Section meeting, several papers were presented discussing the general topic, "Evaluation in the Basic Instruction Program." Edward J. Shea, Southern Illinois University introduced the first paper entitled, "The Purpose of Physical Education in Higher Education." Dr. Shea presented the results of a survey made of four hundred and six Deans of Instructional Units in private, state, and municipal colleges and universities. The survey was made to determine what administrative officials, deans, and faculties, other than those associated with physical education, believe the purposes of physical education are in higher education. Sixty-two percent of the deans of instructional units indicated health to be the major objective of physical education. Thirty-three percent believe leisure-time skill training to be the most important objective. Sports and social education were not considered a major objective by the respondents. The opinion expressed was that physical education was unique in developing health and leisure-time pursuits, but that all college education contributed to the socialization of the individual.

The following papers on evaluation followed Dr. Shea's presentation;

"Criteria for the Awarding of Grades in Service Program Courses," Howard C. Leibee, University of Michigan.

"Methods of Evaluation of the Basic Instruction Program of State University of Iowa," Donald R. Casady, State University of Iowa.

"Evaluation of the Adapted Phase of the Basic Instruction Program," Julius A. Fischer, Kent State University.

"Advanced Credit for Proficiency in Sports and General Athletic Ability," Richard E. Jamerson, University of North Carolina.

The question was raised as to whether the evaluation of sport skills and the administration of written tests in physical education accomplish the purpose for which they are intended. Most individuals present indicated the value of the sports skill test,

while a few questioned the validity of knowledge tests as an evaluative tool in physical education. With the increased enrollments and the demands placed upon college physical education facilities, some in attendance advocated that proficiency examinations be administered to all college freshmen, and an exemption be given to those highly skilled.

Eight research papers were presented in the Research Section Meetings under the chairmanship of R. V. Ganslen, University of Arkansas. For details of these scientific papers consult the Proceedings.

The Intercollegiate Athletic Sports Section was highlighted by the presentation of two papers which developed the topic, "Is it Necessary and Desirable to Emphasize Athletics and Have Winning Teams?" Marshall Turner, John Hopkins University, discussed the recent article published in *Sports Illustrated*, "How Pure Can a Game Get," revealing that the article was not a true picture of the situation at John Hopkins University. The second paper described the conditions at Ohio University, acclaimed small College National Football Champion, 1959. The discussion, following the last presentation, contrasted the affect of these two athletic programs upon campus life.

In the first Teacher Education Section papers were presented describing the common and unique characteristics of professional preparation in Junior, Private, and State Colleges; and in Private and Public Universities. The last Teacher Education Section Meeting was highlighted by a paper presented by Dr. Edward J. Shea, Southern Illinois University entitled, "Internship in the Graduate Program—An Evaluation." This was followed by an open discussion of a similar topic, "The Internship for Students Majoring in Physical Education."

The outstanding feature of the Intramural Athletic Section was a talk by Dr. D. R. Mallett, Executive Dean, Purdue University, who spoke on the subject, "An Educator Views the Contributions of Campus Intramural Sports Program." This was followed by a motion picture describing Purdue's intramural and recreation program. The picture was narrated by George Haniford, Purdue University. Dr. Mallett inferred that physical education was doomed in higher education, and would be replaced by recreation and intramural programs. This stimulated considerable discussion during the question and answer period.

President Ray Snyder's address, "Images of the Future in Physical Education," was inspirational and kindled considerable thinking. The banquet, preceded by a tour of the National Educational Association Building, was held in the Board Room of the NEA Building. One hundred and twenty-two members enjoyed the fine food and the stories told by Toastmaster, Simon McNeely, of the U.S. Office of Education. Dr. Kenneth McFarland, Educational Consultant and Lecturer of General Motors, Inc., climaxed the evening with his talk, "Wake the Town and Tell the People." Dr. McFarland moved the audience by describing what must be done to take advantage of the multitude of opportunities existing in America.

The last two General Sessions held Friday morning were well attended. Both were interesting and challenging. Dr. H. E. Kenny, Dr. A. V. Sapora, and J. V. Edsall of the University of Illinois presented data, outlining "Space Needs and Standards Related to Physical Education, Intramurals, and Recreation." A program sponsored jointly by the Committee on Foreign Relations and Intercollegiate Athletics was also part of the closing session. Colonel Edward P. F. Eagan, Chairman of People to People Sports Committee, Inc. spoke on the topic, "International Competitive Sport as a Pathway to Peace."

The Resolutions Committee presented two resolutions which were approved by the membership of the College Physical Education Association in response to President Kennedy's article on fitness published in the December 26, 1960 issue of *Sports Illustrated*. The resolutions with recommendatoins were as follows:

I. Whereas President-Elect John F. Kennedy has reacted with insight and vigor in support of our common goal of improving the health and fitness of American youth, Whereas he has indicated a specific plan of action for the attainment of this goal
Be It Resolved:
That the College Physical Education Association express its appreciation of the interest and action and assure the President-Elect of its wholehearted willingness to cooperate and assist in the implementation of his plan.

II. Whereas the American Medical Association has indicated an awareness of some common and basic problems concerning the health and fitness of American youth, and Whereas the American Medical Association has expressed itself in support of certain policies for solving these common problems
Be It Resolved:
That the College Physical Education Association commend the American Medical Association for this interest and support.

This committee recommends that Resolution No. 1 be transmitted to President John F. Kennedy through appropriate channels, to Abraham Ribicoff, Secretary of Health, Education, and Welfare, to the Publisher of Sports Illustrated, and other interested news media.

The committee recommends that Resolution No. 2 be transmitted to the President of the American Medical Association, Dr. W. W. Bauer and to Dr. Fred Hein.

In other action the membership of the Association approved a petition sponsored by Dr. Seward Staley, University of Illinois, establishing a new section to be called, "History of Sport Section of the CPEA."

The College Physical Education Association elected the following officers for 1961.

Joy W. Kistler Louisiana State University	President
Richard E. Jamerson University of North Carolina	President-Elect
Raymond A. Snyder University of California, Los Angeles	Past President
M. M. Mackenzie Teachers College, Columbia University	Secretary-Treasurer
John E. Nixon Stanford University	Member-at-Large and Teacher Education Chairman
George Cousins Indiana University	Basic Instruction Chairman
J. A. Fischer Kent State University	Intercollegiate Athletics Chairman
Burris F. Husman University of Maryland	Research Chairman
C. E. Mueller University of Minnesota	Intramural Athletics Chairman
Earle F. Zeigler University of Michigan	History of Sport Chairman (pro tem)

The Executive Council of the Association approved a meeting with joint representation of the American Association for Health, Physical Education, and Recreation, and the National Association of Physical Education for College Women, to discuss the required instructional program of physical education in higher education. The Executive Council selected the San Francisco Bay area for the 1962 Annual Meeting.

The 1961 Convention of the College Physical Education Association will be held in the President Hotel, Kansas City, Missouri on December 27, 28, and 29. James P. Reid, University of Kansas City, will be the Convention Manager. There was general agreement that the Sixty-Fourth Annual Convention was one of the best. Proceedings of each Annual Meeting are published in June. Details of the papers, committee reports, and business transactions of the Association may therefore be obtained at a nominal cost by writing Dr. M. M. Mackenzie, Teachers College, Columbia University, New York, New York.

BEST THINGS IN LIFE ARE FREE

Did you ever watch such active kids? Just itching to get out in the yard and play catch or romp with the old man. But, Pop got his toes accordion pleated and ain't gonna romp no more.

Did you ever see such a pretty little blue eyed blond? Ought to give her something just for being so pretty to look at. But, her Daddy knows from nothing. Got something splashed in his eyes and doesn't see so good anymore.

Did you ever meet a sharper, clean cut young lad? Would probably be a whiz in college—if he didn't have to support the family since his Dad got crippled up at the plant.

Did you ever see a finer combination of feminine charms to latch onto and snuggle in your arms? But George got his arms mangled—and it isn't the same when you're just using stubs.

Did you ever smell such fragrant blossoms? Makes you think of dewy moonlight nights, soft music, and all that goes with it. But, Sam didn't read the instructions and got a whiff of a chemical that put him out of business.

Did you ever witness a frostier, crisp, clear day? Perfect to go out in the woods to see what you can take a pot-shot at. But, Al doesn't go hunting since he crumpled his thigh falling off the ladder.

Did you ever go to bed with a more satisfied feeling? The kids well and healthy, the bills under control, a loving wife, and a good job. But, Ed wiped out all this when he wrapped his car and family around a culvert.

The best of life's pleasures are free. All you have to do is preserve your facilities for enjoying them.

—Robert D. Gidel

FOUR MEN MADE FOUR MISTAKES

One man struck a match to see if the gasoline tank in his car was empty. It wasn't.

One man patted a strange bulldog on the head to see if it was affectionate. It wasn't.

One man speeded up to see if he could beat the train to the crossing. He couldn't.

One man touched an electric wire to see if it was charged. It was.

The Structured Seminar—An Experimental Approach

Warren P. Fraleigh

Introduction

WHAT IS THE function of a master's degree seminar in physical education? How should seminar relate to other graduate courses and experiences? What should seminar do for the student? These are questions which need to be answered by those teaching the master's degree seminar. The purpose of this article is to describe one approach which was used recently in the conduct of a master's degree seminar.

Members of graduate faculties, and students, at different institutions have made these kinds of evaluative statements regarding seminar experiences: "a glorified bull-session," "not integrated with other graduate experiences," "a pooling of ignorance," "enjoyable but not much new is learned." These kinds of statements seem to contain a major thread of relationship. They seem to imply a lack of structure to the experience and a corresponding lack of direction. From these implications the assumption was made that seminar, at the master's degree level, needed to be more structured. The following describes a definitely structured approach to the master's degree seminar.

The Approach

In this experience the factors here listed had important effects upon the structure.

1. All master's degree candidates enrolled were required to take seminar in their last semester in the degree program.
2. All master's degree candidates in this particular seminar were pursuing the comprehensive, non-thesis program.
3. All master's degree candidates pursuing the comprehensive plan were required to complete successfully a comprehensive written examination.

Preliminary to developing aim, objectives, and procedures, it seemed advisable to define the function of the course. Several approaches were feasible. The catalogue description of the course could be consulted. Instructors teaching comparable courses in other institutions could be consulted. Present students could be asked to formulate their ideas in writing. The instructor could concentrate some reflective efforts on it. From these possibilities the last two were selected.

At the first class meeting the students were asked to define the function of seminar in the master's degree program by responding to two questions.

1. What would you like to get out of seminar?
2. How should seminar be related to other experiences in the master's degree program?

At the same time the instructor attempted to pinpoint his conceptions.

An analysis of student responses coupled with the instructor's viewpoints detected these patterns. First, seminar should attempt to tie in the loose ends, to synthesize, to gain an integrated picture of physical education. Second, seminar should seek to illuminate significant basic generalizations in the various subareas of the broad field. In essence, consensus was that seminar should look at the totality of what we call physical education. From this conception of function, aim, objectives, and procedures were developed.

The aim and objectives were thought of as tools to be used in constructing the seminar. The functional character of aim is described in "aim should be general in character and beyond realization so that it can serve continually as a goal . . . This ideal character of an aim is not visionary but the practical way of indicating purpose."[1] Objectives were functionally defined by "Objectives are the particular and precise means employed to realize an aim . . . Objectives, then, are steps, advances, and realities *in relation* to the aim."[2] With these definitions and relationships in mind it was then possible to state an aim and objectives for the master's seminar.

> The aim of this course is to develop student abilities to analyze, to interpret, to communicate, and to discover relationships among facts, knowledges, understandings, and attitudes derived from the professional study of physical education and from experience in the field.

In order to move toward the aim, the following objects were proposed:

> To provide selected reading experiences which include significant generalizations in various sub-areas of physical education.
>
> To provide experiences in reacting, in written form, to comprehensive type questions.
>
> To discuss and interpret written responses to comprehensive type questions.

Procedures

The stated objects indicated, rather clearly, three main types of student activity and experience. None of these three kinds of activity, reading, writing, and discussion, is significantly different from activities of other classes, however, it was decided that they needed to be definitely structured. It was determined that reading needed to be done with some definite purpose in mind. In this experience, reading

[1] J. F. Williams, C. L. Brownell, and E. L. Vernier, *The Administration of Health Education and Physical Education*, Philadelphia: W. B. Saunders Co., 1958 (Fifth Edition), p. 24.
[2] *Ibid.*, p. 25.

became a distinct way of preparing to write answers to comprehensive type questions. Further, reading concentrated upon coverage of many significant generalizations in the broad field.

Writing was designed to give continuous experiences in drawing upon background information and experience, as well as upon generalizations from reading, for the purpose of application, in an organized manner, to comprehensive questions. Discussion served a twofold purpose. First, written responses to comprehensive questions were evaluated on the bases of accuracy of information, comprehensiveness of knowledge, clarity of expression, and logical organization. Second, discussion served to broaden and integrate by attempting to discover relationships among facts, understandings, and values and by searching for implications for a total conception of physical education.

For convenience of organization and for effective use of library resources the class was divided into five groups of approximately equal numbers. Following a rotating schedule, each group was assigned readings in the five sub-areas of scientific foundations, history and philosophy, administration and supervision, curriculum and instruction, and measurements and evaluation. This schedule meant that each student did selected readings in each of these five sub-areas more than once.

After completing the assigned readings, and during the next class meeting, students were asked to respond to comprehensive essay-type questions. These questions were purposely structured so that a complete answer would involve some definite general knowledge. Further, students were encouraged to detect relationships to other areas of knowledge and then to indicate the possible implications of these knowledges and their relationships for a broad conception of physical education. Following are examples of the kinds of comprehensive questions used in the five sub-areas.

History and Philosophy-Enumerate the most significant developments in the history of interschool athletics in the United States with particular emphasis upon the development of controls. Indicate the relationships of present problems to the history of the activity and suggest possible problem solutions.

Curriculum and Instruction-Specify the factors and criteria which need to be considered in the selection of activities for a sound program of physical education. Elaborate on the importance of each of these factors and criteria.

Administration and Supervision-Define the terms "policies" and "procedures" with respect to administration. Indicate how these might be used by the administrator. List the policies and procedures which you would attempt to set up with regard to the exceptional student and to the coeducational program.

Scientific Foundations-Sociology and psychology are of tremendous importance to physical education. What are several of the basic understandings gained through these sciences which are of importance to physical education? Why are these understandings important?

Measurements and Evaluation-Classifying students, determining student status, measuring progress, and providing objective means of marking are four ways in which a good measurement and evaluation program can be of value. Explain each of these fully and elaborate on why they are of value to the physical education program.

The instructor evaluated the answers on the bases of accuracy of information, comprehensiveness of knowledge, clarity, and organization. Those which were selected were read to the group at the next class meeting and served as a springboard for discussion. Emphases in discussion were placed on these factors:

1. Explanation of the knowledges involved.
2. Identification of knowledges which could be included in the answers but which were omitted.
3. Relationships of the knowledges and understandings to other knowledges and understandings and the implications of such relationships.

Readings were selected in relation to three criteria. First, reading content was to be related definitely to the comprehensive questions which students would be asked to answer. Second, readings should be of an overview nature of significant general knowledge and understanding in the five sub-areas. Third, readings should be taken from a variety of sources with emphasis upon more recent publications.

Evaluation

Evaluation of the effectiveness of the outlined procedures was done primarily through the relatively unstructured responses of the students to three questions. Did the course achieve its objectives? How valuable was the course to you? What suggestions can you make to improve the course? Students were asked not to sign their names to their written evaluations.

The following statements, taken from student evaluations in response to the first two questions, were selected as typical.

"I believe I got more from this class than any course I have ever taken."

"It was lots of work but not just 'busy work.' I am willing to put out when I believe the work is directly pointed to the purposes of the course."

"I feel that this course accomplished the objectives which were set up at the beginning. We did survey the five main areas of physical education and also obtained preparation by writing experiences in these areas. We probably all learned or reviewed more than we had in any other similar period. I think that its structure and procedure were good—it did not end up as a bull-session."

"I believe that the course was very valuable in that it made me review some of the significant material I had learned in other classes. When I went over to a second time it seemed much easier to learn because it had some meaning to it. I could see how it fit into the entire field."

"I feel now that I know more about the general field of physical education that ever before."

"I feel that this has been one of the most profitable courses I have had. It has provided a review I needed but has also caused me to do a great deal of thinking."

The experience reported here was evaluated by the instructor as being worth dissemination to others. It is offered in the spirit of experimentation and not as *the only* approach to teaching the master's degree seminar.

Modern History

Hal W. Madsen

ONE EVENING LAST September, I accidentally wandered into the archives of the Cooke Hall library and to my astonishment found many fascinating books and documents concerning my profession. Since the library is not a frequent haunt of mine, I reacted as a little boy just discovering a wonderfully new and hidden fairyland right in his own back yard. Many had passed by this way but I doubt if any had found my treasure island even though it is accessible to all. The shelves were stored with the past records of great athletes and with the philosophies of great physical educators. Even a chronological scheme was laid out whereby the books nearest the door dealt with modern history and modern thought and as this tremendous collection progressed to the dark, unlit rear of the building, the books became older and more ancient.

In a little dim corner far to the back of this library there are books that I believe to be the oldest ever written in the field of physical education and athletics. One of these books gave me such wonderful pleasure in reading it that I would like to relate the story for your amusement and enjoyment. Some of you may find this story boring and few of you will find it enlightening, so let me make my apologies here since the blame shall be entirely mine.

The Olympics

As you may well know, ancient Greece was the birthplace of the Olympic Games around the year 800 B.C. The philosophy then was that the Olympics should help develop the young men spiritually, physically, and socially. These rather simple ideals were considered by the thinkers and educators as necessary for the all round development of the country's youth. The classroom, so to speak, was to be the Olympic games. Now, such unrealistic goals had the people completely hoodwinked until a very intelligent writer brought the truth before them. The official capacity of this writer was then called Scribonos Sportitis. In other words, he was to report on the Olympic games for all the people of Greece. The position was very desirable since it provided a handsome income and laid no responsibility, outside of legal liability, on the author.

Riches Culluminus, the writer I speak of, exercised his privilege by being totally ignorant of the origin or ideals of the Olympic games. Such contests he wisely considered in a utilitarian light and never once made the mistake of wallowing in the sentimentaltiy of individual goals or educational outcomes. Scribonos Sportitis Culluminus more profitably spent his time and writing space on the immediate problem of how to fill the arena and how to encourage athletes to compete by offering financial aid. The public soon realized the fallibility of giving an olive wreath and of not building record breaking teams (another new innovation) that would pack the stadium every Olympic year. As the great Culuminus would cry, "To hell with the principles, think of the principal!"

I won't trace the effect of his well-learned doctrines except to say that the people finally saw the real value of his writing. True! Citizen Culluminus lacked an understanding of the goals of the Olympics and he lacked any knowledge of the mechanics of the games, but he certainly was a clever person to have written volumes of criticism of these contests—this any intelligent person must admit.

Progress

Finally, after many years of uninhibited writing, Citizen Culluminus passed to his reward but not before he had begot a son as wise and clever as his father. The son was named Siches Culluminus and he continued the position of Scribonos Sportitis in the same manner that his father had except that he concerned himself more with the administration of the games and less with merely reporting the outcomes of the contest. Young Culluminus wrote such profound criticism about the Olympic policies that he was considered an expert on administration even though he had always been trained as a writer and not an administrator.

These articles soon bore fruit for the writer for he was appointed President of the Olympic Games. At last he was in a position to bring about concrete reforms and to install the practices that would make the Olympics the spectacle they were meant to be, a source of entertainment and delight for the citizens of Greece. Immediately upon taking office, young Culluminus threw out the educational or archaic ideals and would encourage the youth to compete for more and replaced them with more practical policies that would fill the arena and would encourage the youth to compete for more than an insignificant olive wreath. In these modern times, one must marvel at how lucky Greece was to have such a conscientious businessman.

Motivation

The first business was to offer large sums of gold to outstanding athletes in order that they might devote their days and nights to developing their athletic talents. It would be foolish to think that the citizens would come to the arena to watch anything less than a contest between outstanding athletes who

were developed to the utmost. I had great difficulty in finding out why the authors considered a full arena as essential to the games but I'm sure Citizen Culluminus had his motives and would easily brush aside my confusion if he were alive today.

Nonetheless, this was the goal and such an aim gave birth to many valuable practices. Instead of each athlete selfishly receiving the honors for his accomplishment, a scoring system was created, whereby each contestant contributed to his team's total in relation to his superiority over the other contestants. The crowd then cheered the winning team and each member of the team received much honor because his team had the greatest total of points. And very justly, other athletes received little or no honor, regardless of their individual achievements, since their team had made an inferior display. This noble ideal is practiced even today in the modern Olympics although many shortsighted persons would have us do otherwise.

Conclusion

You well know that the Olympic Games fell into ruin from professionalism and were, for a short span of years, completely abandoned because of the many evils that then accompanied the games. Many simple minded people who hold to the original ideals of the Olympics and athletics in general are quick to lay the blame on the philosophies of Scribonos Sportitis Riches Culluminus and his son. I find the criticism completely unfounded and must personally marvel at the knowledge of these two men when they lacked any training whatsoever in the profession of Olympic Games and athletics. To have written what they did without understanding the basic ideals and without having the support of professional Olympic administrators or philosophers certainly took courage. Long live Scribonos Sportitis Culluminus and his works!

Need A Staff Policy Book?

James Sells

IF YOU ARE interested in a project that will focus the attention of department members, give members a hand in building and planning, assist in the orientation of new persons, and contribute to consistency of action, then develop a staff policy book. Every department needs a manual clearly stating departmental policies and procedures. The manual aids in the orientation of new staff members and refreshes the memory of older staff members who, by reason of lengthy service, are occasionally inclined to live by a separate standard. Perhaps the work makes its greatest contributions as it causes consistency in policy interpretation.

The department chairman or head may appoint a committee or, if the department is small, the entire group may be involved in the endeavor. All areas needing a policy statement should be listed. The list may be quickly delimited as statements on some of the items may come from a higher organizational level, and may appear in another policy book. Items for a physical education department might include:

Absences
Accidents
Audio-Visual Aids
Awards
Banquets
Books
Budget
Classification
Committees
Complimentary Tickets
Conventions
Research
Sabbatical
Department Meetings
Drop and Add
Examinations
Faculty Recreation
Grades
Health Examinations
Insurance
Intercollegiate Sports
Keys
Leave of Absence
Library
Scouting
Telephones
Load
Mail Service
Majors Club
Meeting Classes
Office Hours
Office Supplies
Placement
Program Change
Publicity
Rainy Weather
Recruitment
Vacations

When the list has been completed it may be wise to examine the items to determine if a natural grouping can be made. A natural grouping may determine the organization of the manual. A manual for physical education might include these groups.

Faculty
Intercollegiate Athletics
Intramurals
Physical Education Program
Activity (Basic Instruction)
Professional

There is some value in this approach; however, it may tend to make the ready location of an item more difficult rather than more simple. Another method of organization may be an alphabetical listing of items as shown in the preceeding paragraph. The alphabetical arrangement is simple and tends to eliminate unnecessary repetition.

Items may then be assigned to committee members

for individual investigation. If a manual is worthy of the efforts and time of many, then most certainly it should be used. It will be used only if it is written in a style that is pleasing to the reader. This is a most difficult chore for it is not easy to avoid a stilted style when stating policy and procedure. Every effort should be made to clearly and simply address the reader. After a period of time it may be wise to call in the staff members and discuss the progress each person is making. Each staff member must investigate the items to determine whether or not there is any existing policy and what justification there may be for the policy. The efforts of members may cause new policy to be developed, old policy to be restated, outdated policy to be replaced, and unwritten policy to become a matter of record. When all items have been investigated, it is necessary for one or two persons to study the material and prepare the work for its final form. Revisions may be necessary. A chore of considerable significance is that of attempting to re-write the several styles into one.

When developing a manual for our Physical Education Department, it was found that many paragraphs contained considerable information regarding procedure. Policy statements were recorded; however, in many instances the information included procedures. It was therefore decided to title the work a Staff Orientation Manual rather than a Staff Policy Book.

Recently our department developed a Staff Orientation Manual[1] and followed a pattern similar to the outline of this manuscript. Following are two of the paragraphs contained therein.

[1] Physical Education Department, University of California, Davis, "Staff Orientation Manual". September, 1959.

Accidents

All accidents should be reported to the department chairman and record of the accident made on the form provided.

The trainer provides emergency treatment for injury during a class period or any injury that occurs in the intercollegiate program. Serious injuries should be reported to the Health Center (Skyline 3-9072). If in need of an ambulance, call either the Police Department or the Campus Fire Station. Complete the necessary form if any student should be injured while off campus. (Attached)

Auditing Classes

Any student or faculty member may enroll in classes without credit upon approval of the instructor in charge. Exceptions may be made for other than registered personnel through mutual agreement of Registrar and instructor. The individual instructor is the final authority regarding policies on auditing his classes. Students enrolled for credit should be given preference over the auditor in the event there are limitations of facilities and equipment. The auditor is expected to follow rules outlined for the class and to attend regularly the same as any regularly enrolled student. Notation should be made on the class card if the student is not taking the class for credit. Refer to roll book procedure for listing auditor in roll book.

A Staff Orientation Manual can be a most valuable aid to your department. Begin one now.

BENJAMIN FRANKLIN

is credited with having made more American millionaires than any other one person, including Andrew Carnegie, Henry Ford, or General Motors.

He did it by setting down twelve rules for business success.

Here They Are:

1. TEMPERANCE. Eat not to dullness; drink not to elevation.
2. SILENCE. Speak not but what may benefit others or yourself; avoid trifling conversations.
3. ORDER Let all your things have their places, let each part of your business have its time.
4. RESOLUTION. Resolve to perform what you ought; perform without fail what you resolve.
5. FRUGALITY. Make no expense but to do good to others or yourself; i.e., waste nothing.
6. INDUSTRY. Lose no time; be always employed in something useful; cut off all unnecessary action.
7. SINCERITY. Use no hurtful deceit; think innocently and justly, and if you speak, speak accordingly.
8. JUSTICE. Wrong none by doing injuries, or omitting the benefits that are your duty.
9. MODERATION. Avoid extremes; forbear resenting injuries so much as you think they deserve.
10. CLEANLINESS. Tolerate no uncleanliness in body, clothes or habitation.
11. TRANQUILITY. Be not disturbed at trifles, or at accidents common or uncommon or unavoidable.
12. Imitate Jesus and Socrates.

A Conditioned Body and Survival

James Torpey

THE TASK OF CONVINCING parents that it is important for each child to possess a strong, active body is a difficult one. Demonstrations, play days, literature, T.V. programs and nation-wide campaigns are some ways that have been used to demonstrate this importance, Stating an additional fact that a well conditioned body is now also of paramount importance for survival, several military and civilian leaders from our defense organizations were asked to comment on this contention.

Answers received were interesting and beneficial. Some quotations from the replies appear below:

B. W. Hogan, Rear Admiral, MC, USN
Department of the Navy

"Please let me point out that this subject has been and continues to be one of great importance for naval personnel. Physical examinations are conducted regularly and programs are in effect continuously to keep our personnel in first-class physical condition as well as in stable psychiatric and psychological state. We are confident that this attention in the active naval forces will be reflected in the attitude of the parents toward the welfare of their children."

Arleigh Burke, Admiral, USN,
Office of the Chief of Naval Operations
Department of the Navy

"It has been my firm conviction for many years that a strong body and a healthy mind are distinct assets to an individual as well as to our great country. 'Survival of the fittest' has been demonstrated on innumerable occasions in the past and I feel certain this will continue to be shown in the future."

"The effectiveness of an individual in the performance of his work depends primarily on his knowledge, ability to reason, and application of his skills and capabilities rather than his physical attributes. However, it is widely recognized that physical fitness, coordination, and stamina, are important factors in job efficiency."

"It is my opinion that physical exercise at any age should be more or less planned, but should not be a boring or burdensome program. The type of exercise performed is not particularly important but it should be to the liking of the individual and should suit his aptitude, muscular strength, and capability. The strenuousness and duration of the physical exercise should vary in accordance with the general physical condition, the desires, and physical abilities of the participant."

"It is believed that all persons derive considerable benefit from participating in an appropriate physical exercise program in accordance with the individual's desires, and commensurate with his physical capabilities, strength, and stamina. I feel that an individual who has a strong body and a healthy mind has a much greater chance of surviving a catastrophe than a person who is not in good physical and mental condition."

M. P. Ryan, Colonel, U.S. Marine Corps
Department of the Navy

"The Marine Corps has long maintained that despite the growing reliance upon mechanical and electronic means in warfare, it is still the human being behind these instruments who determines the success or failure of their employment. Reduced to fundamentals, the ingredients of a fighting force are readiness and willingness to fight. While the Marine Corps does much to provide these ingredients through training, the task is less difficult and more expeditiously accomplished if, upon enlistment, the individual is physically ready for arduous training. The Marine Corps has been able to accomplish the missions assigned it because of the readiness and willingness of the youth of the nation to accept accelerated training and conditioning procedures. Also, in the past, time for mobilization and preparation was allowed by our attackers. Warfare has changed radically in the past decade. Increased destructive power of modern weapons and the vastly improved range and speed of the delivery methods have fused together the mobilization phase of war and the operational phase. The result is a decrease in the time available for mobilization and a critical requirement for every form of peacetime preparation, particularly physical conditioning."

"Such efforts as you are making and the programs supported by the President's Council on Youth Fitness will do much to provide the nation with youth who are physically capable of rapid training for the duties necessary in the civilian and military defense."

Leonard D. Heaton, Lt. General,
The Surgeon General Department of the Army

"The importance of physical fitness to the individual's happiness and general well-being is generally accepted and appreciated. Physical fitness of our youth is also important to our nation in terms of national preparedness. Some of our potential enemies are primitive, rugged, and relatively unaffected by the ease and prosperity in which we live. A high level of physical fitness among our youth not only provides a better capability for national defense, but increases the probability of high survival of many who might otherwise succumb to the rigors of combat or natural disaster. The development and maintenance of physical fitness, especially in our youth is the most important factor in the development and maintenance of our nation, particularly as there may not be time for physical conditioning in the event of nuclear war."

W. G. Woodbury, Colonel, USAF,
Chief-Community Relations Division
Department of the Air Force

"It cannot be denied that a sound, healthy body is a valuable asset to every individual and we certainly support the President's Council on Youth Fitness and similar endeavors and urge that they be continued. We feel that a healthy body will assist an individual in surviving that nuclear situation. We also believe it is very important that an individual be imbued with the will to survive, psossess the ability to cope with unfamiliar situations, and be capable of adjusting to a changed environment. A healthy body would certainly be a great advantage in helping to solve these problems."

Bruce Easley, Major General—Office of the
Adjutant General Department of the Army

"The basic training which all incoming personnel receive devotes a good share of the time spent on such training to physical fitness and physical conditioning. Scheduled physical training develops the soldier through coordinating and conditioning exercises. In addition, field training periods, realistically and enthusiastically conducted, provide a practical means of developing hardened soldiers who will be capable of meeting the rigors of further intensive training and combat. Subsequent training, whether in a field unit or

an Army Service School, also contains periods devoted to heightening individual physical fitness. A physical fitness test is also given twice during the basic training period to assist the soldier in evaluating his progress and future goals in physical conditioning, and impress upon him the importance of physical ability and stamina in combat-readiness and personal survival."

Surely such statements by key persons in the service are of value in motivating us to improve our programs, and in creating the type of public relations that will give us the backing we need.

Changes in Secondary School Boys' Physical Education Programs

Robert McAdam

IN THE LAST decade, people of several states, among them the people of Illinois, have openly challenged the legislation which requires specific time allotments for physical education programs in the public schools. Such challenges are disconcerting to physical educataors who recognize that voluntary activty programs are not usually engaged in by those who may need them most—the inactive. Whether or not educators in the individual schools or school systems can hold the line for adequate physical education programs is uncertain.

As recently as 1957 the legal weekly time allotment for physical education programs in the Illinois Public Schools was 200 minutes. In the summer of 1957 House Bill 912 modified the requirement to read.

"Pupils enrolled in public schools and State colleges and normal universities engaged in preparing teachers shall, as soon as practicable, be required to engage daily, during the school day, in courses of physical education and health instruction for such periods as are compatible with the optimum growth and development needs of individuals at the various age levels."

Two years after this requirement change, an attempt was made by the Illinois Association of Health, Physical Education and Recreation, to learn if the passing of Illinois House Bill 912 (1957) had resulted in actual changes in the time allotment for participation in the physical education classes in the Illinois Secondary Schools.

Information from nearly one-third of all Illinois High Schools, excluding Cook County, but otherwise having geographical and enrollment (size) representation, indicates some surprising trends.

Three-fourths of the schools currently allot a minimum of 150 minutes—and some more than 200 minutes — each week for the physical education classes. One-fifth of the schools with less than 1000 enrollment provide less than 150 minutes per week per student—a few of these providing less than 100 minutes per week. All other schools both large and small are apparently holding above the 150 minutes/week line.

Total time for physical education programs increased in 40% of the schools while being decreased in only 6%. This ratio of nearly 8 to 1 (79 to 10) indicates a growing rather than a receding trend in *total* program time.

It was determined that part of the total time increase was necessary because of growing enrollments. *In spite of this, however,* in all but one case, at least the same amount of time/student/week — and in some cases more time/student per week was allotted for each individual to participate in the physical education program. However, schools with less than 1000 enrollments, while moving in the direction of providing more time for total program, show little trend for increasing time alloted for each pupil to participate in physical education classes.

The ratio of students/physical education teacher has increased in more than one-third of schools with enrollments less than 1000. In only 7% of these smaller schools has this ratio decreased. The increase in student-teacher ratio may very well reflect an attempt to hold fast to a time requirement for each student in spite of growing enrollments in the smaller schools.

One-third of the schools reported some expansion of facilities and nearly one-half reported increases in budget for physical education programs since House Bill 912. It is not known whether such increases reflect an effort to improve the physical education program or whether they represent efforts to keep pace with mounting enrollments and rising costs of maintaining facilities and equipment. Only 6% of the school reported decreases in budget or facilities.

Apparently the physical education programs in the public schools in Illinois have not been set back by the 1957 change in legislation. This does not imply, however, that legislation is unimportant in the attainment of sound educational programs. Changing circumstances create new roles and new values for the law. For example, the tightening of of public purse strings often forces modification of

the nature and the comprehensiveness of the physical education program which is sometimes erroneously classified as a "frill" in education. The program, therefore, is more likely to need supportive legislation in poor rather than in good economic times.

While it may indeed be fortunate that the Illinois schools have shown no general breakdown in program with the elimination of a specific physical education weekly time requirement, it may be well to consider the possibility that the program rides on the crest of a wave set up by past legislation and the present economic circumstances. For this reason continuing evaluation of legislation for physical education in public schools would best be made not alone in terms of its present value, but in terms of its probable future value to the physical education aim.

Physical Education And Recreation For Mentally Retarded Children

Gerald J. Wargo

PHYSICAL EDUCATION AND RECREATION are important to a mentally retarded child for many many reasons. Although Educators, Psychologists, and parents are well aware of the mental abilities of retarded children, we sometimes tend to forget about the physical body. We should place particular stress on physical muscular fitness. This does not mean that we should forget the total personality such as the emotional, intellectual, social, and physical, but the mentally retarded, in particular, need strong, physically fit bodies.

Building strong healthy bodies in mentally retarded children should be a primary objective in their education because unconsciously these children will be learning self-discipline, developing character and at the same time, their courage will become apparent.

Although it is realized that mentally retarded children will probably never become athletes on a competitive basis, there is no reason why they cannot develop good sound bodies, unless of course they are physically handicapped. This is possible because *motion* is that which produces muscle strength and flexibility in all children. This should not be wasted motion. It should be channeled to the development of timing and coordination: in other words, it should be *profitable motion.*

Profitable motion can be accomplished through several different outlets including games, exercises, swimming, walking, etc. These can be fun because they can be done with children other than mentally retarded and through such activities all children may acquire a good social acceptance of each other and, at the same time, produce muscular fitness.

There are many games that can be used to produce profitable motion which, in turn, will give the mentally retarded child good muscular fitness and a healthy body. They can be played with no equipment at all or with inexpensive rubber balls, which of course cannot hurt anyone, bean bags, jumping ropes, rope quoits, a net, hoops, softball bats, and the soft type softball.

The first six games to be described are ones that need no equipment, yet exercise the entire body; they should be in sequence to do the job properly. They are called "Pretend Games" or "Creative Games"; all are relatively simple but lots of fun.

Pretend Game Number 1
STATUES

We are beautiful marble statues. We stand very straight and tall. Because we are made of stone, we cannot move even a finger or an eyelash. Suddenly and very slowly we come to life. We blink our eyes, move our heads carefully, around and around, hunch our shoulders up and down a few times, move our fingers one by one, bend our knees, lift up our right feet and then our left feet, shake both hands, hunch our shoulders up and down many times and twist our heads from right to left.

This little game loosens up the muscles in the body.

Pretend Game Number 2
WINDMILLS

We are Dutch Windmills. Our right arms are the wheels. Since it is such a calm day, with little wind, the wheels go around slowly. We rotate our right arms slowly from front to back, keeping our elbows straight (arm moves forward, overhead, back and down to side in one continuous sweeping movement).

Suddenly there is a heavy storm and the wind becomes strong. The wheels turn quickly. We rotate our arms from front to back keeping our elbows straight. (Repeat above with left arms. Repeat above with both arms at once).

Now the wind changes its direction and the wheels reverse. (Arms rotate as above, but the movement is from back to front).

This takes care of muscles in the arms and shoulders.

Pretend Game Number 3

THE TREE

We are trees in a forest. We stand erect, with our arms stretched up over head and fingers extended. Our fingers are the leaves, our arms are the branches and our bodies are the trunks of the trees. At first there is little wind and the trees do not move. Gradually the wind begins to blow and the leaves rustle. We move our fingers. The wind becomes stronger and the branches sway from side to side. Our arms sway from side to side over head. A storm comes and the trunks of the trees bend from side to side. Our bodies bend from our waists from side to side.
This game gives good exercise to the trunk, neck and head.

Pretend Game Number 4

THE WINDOW SHADE

Window shades never stay down. Each time they are pulled down, they immediately fly up to the top of the windows again. Pretending that we are window shades we place our hands on our hips and stoop slowly to the floor. Without waiting even a second, we jump to our feet. (Repeat several times). This will build the legs and the back.

Pretend Game Number 5

BICYCLING

It is after school and we are outside riding our bicycles. We grasp our handlebars tightly and move our feet up and down.
This is a good source of exercise for the feet and legs.

Pretend Game Number 6

PAINTING A FENCE

We are painting a high wooden fence. Holding our brushes in our right hands, we bend down, dip our brushes into our paint buckets, and then on tip toes, stretching our arms high over head, we bring our brushes down the fence to the floor. (Repeat several times. Repeat with left arm several times.) This will stretch all the muscles in the body, which of course helps in the growing process.

The "Pretend Games" are good examples of how motion can be made profitable to the mentally retarded child, but remain enjoyable for all concerned and still be beneficial to the entire body.

There are many games that the retarded child can play with rubber balls. Three of the best games that will teach good coordination are: (1) Bounce up Flies, (2) Bounce in a Box, and (3) Ball Drill.

(1) The Bounce up Flies Game consists of children scattered about a field, gym, or room. One child, who stands separated from, and facing them, bounces a ball into their midst. The one who catches it on the first bounce is next to bounce it. If no one catches it, the first child bounces it again and continues until someone catches it.

(2) Bounce in a Box—The children stand in a circle and each has a turn at bouncing a soft rubber ball and trying to make it land in a box placed in the center of the circle. Each child takes 3 turns in succession.

(3) Ball Drill—The children are all equipped with rubber balls and one of them leads the others in bouncing, tossing or dribbling the ball to various rhythms played by a pianist.

Other games that can produce good muscular fitness and strong bodies are:

(1) Hopscotch
(2) Bean Bag Games
(3) Jumping Rope
(4) Pitching Quoits (rope quoits preferred)
(5) Shooting baskets (baskets should be 8 ft. and have nets)
(6) Hula Hoops (Excelllent because they give every muscle a work-out)
(7) Tapping the ball in the air without touching the floor
(8) Indian Ball (One child hits the ball. Others roll it and try to hit the bat. The child who hits the bat is then up—Soft ball bat and soft softball should be used)
(9) Passing games (ball over head, under legs)
(10) Running games (relays)

These are a few of the many games in which retardates can participate and which will develop their skills.

Three other activities in which mentally retarded children should participate are: (1) swimming, which not only develops good muscle tone but at the same time is an activity that the whole family can take part in, (2) camping—this is very important because children can learn much from outdoor life, and (3) dancing, which does much to instill a sense of accomplishment, rhythm, timing, coordination, and many of the other skills.

All these activities and games serve a dutiful purpose for the mentally retarded child. They help the children to live happily in their environments, and at the same time build them up physically, intellectually, emotionally, and socially.

There is no reason why this cannot be accomplished. With physical education teachers, recreation leaders, and parents all doing their part, mentally retarded children can achieve strong, healthy bodies with good coordination. The emotional and intellectual aspects of the total personality will also be better developed, and perhaps this will be the turning point where these children can return to their homes and communities as contributing members of society.

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Edited by R. L. Wickstrom

Note: The purpose of this section is to present a summary of various procedures which are being utilized in contemporary education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program of physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, Ripon College, Ripon, Wisconsin.

Teaching Stunts to Elementary School Children

THERE ARE DIFFERENT ways stunts may be taught to elementary school children. One approach emphasizes the development of creativity by allowing each child the opportunity to develop his own technique for performing a stunt. There is a recognition here that children are different and each can find the way to do a stunt that is best for him by interpreting instructions in his own unique way. The teacher who emphasizes the creativity approach would tell the children *what* to do and then permit them to determine, individually, the manner in which they would strive to achieve the expected performance.

The effectiveness of this teaching method varies considerably. Within a typical group of children some will learn a stunt immediately with no assistance from the teacher beyond the description of the stunt and some will be grossly unsuccessful. If it is important for elementary school children to understand how to do the fundamental movements they learn, the creativity approach is somewhat inadequate. Adequacy implies more than the ability to do a stunt correctly; it entails a knowledge sufficient to enable the child to explain how the stunt is done.

An entirely different tack to the teaching of stunts to elementary school children emphasizes *what* to do and *how* to do it. Quick success is the objective of this method. The teacher describes the stunt explaining what is correct performance and follows by providing specific ways to achieve the end result desired. The essential difference between the two approaches mentioned is that the former emphasizes creative effort and the latter stresses achievement. Considering the nature of stunts and the immediacy of their challenge to children, the merit of fast learning looms large in determining a teaching approach. Implementation of rapid learning of stunts by elementary school children is the purpose of this presentation.

Importance of Stunt Analysis

Stunt analysis is the key to how to perform the stunt. An experienced teacher of physical skills is well-equipped to dissect a particular stunt and find the clues to correct performance. The non-specialist or classroom teacher, unfortunately, has less experience nad would need to spend more time trying to determine how a stunt should be done. If a teacher has taught a stunt to a group before, he can review the errors made by the children and prevent the occurrence of the same errors by the new group. One might view this approach as a negative one but it is, in fact, a way of telling children how to do a stunt and at the same time how to avoid the common errors.

On a more positive basis analysis means finding out what to do and then how to do it. A description of a stunt and a demonstration of the stunt will tell and show what to do. Either or both may set the objective clearly in the mind of the child. A few hints on how to do the stunt would complete his preparation for trying it. The hints should be based upon the correct sequence of movements and the proper timing of those movements. Analysis of a stunt yields the information necessary to formulate the hints.

An illustration will show how analysis of a simple stunt works. The *Heel Click* is done by standing with the feet shoulder width apart, jumping into the air, clicking the heels together and landing with the feet shoulder width apart. The description

told *what* to do. Essential movements include a jump into the air, a heel click by the time the peak of the jump is reached, and a quick separation of of the feet for landing. A vital hint is to begin bringing the heels together immediately after leaving the ground in the jump. This will permit the heels to be clicked together by the time the height of the jump is attained and leave adequate time on the downward movement for spreading the feet before landing. Based upon an analysis of the stunt the hint just mentioned helps tell *how* to do the stunt correctly.

Hints of a similar type greatly improve the amount of success achieved by a group of children learning the difficult *Loop Jump Through*. The performer grasps the toes of his left foot withh is right hand forming a loop, hops through the loop with his right foot, lands and maintains his balance without releasing the grasp on his toes. Two hints are of singular value in learning this stunt. First, grasp the toes as near the tips as possible to form a large loop that is held close to the floor. Second, as the right foot hops upward swing the loop backward under the hopping foot quickly. The teacher will find that the use of hints and proper attention to the matter of safety will produce gratifying results.

Uses of Step-Teaching

Stunts which are difficult for a particular group of children to learn can be taught by steps. This is a modification of a part method which stresses teaching the progressive parts of a stunt. After a stunt has been analyzed and the sequence of movements is known the steps to be taught can be set. Then the learned parts are piled upon one another until the complete stunt is learned.

Again an illustration may serve to clarify the technique of step-teaching as it applies to the teaching of stunts. A stunt similar to the *Heel Click* but more difficult is the *Side Kick*. The instructions are to swing the left foot sideward to the left, jump upward with the right foot, hit the feet together outside the left shoulder and land with the feet apart.

Step 1. Stand on the floor with the left foot just off the floor and under the left hip. Spring upward from the right foot and land on the right foot. Repeat several times.

Step 2. Same starting position as in Step 1. Spring upward from the right foot, immediately swing it to the left and touch the left foot and quickly return the right foot under the right hip for landing.

Step 3. Same as Step 2 but with the left foot about six inches farther to the left at the start of the move-movement.

Step 4. Balance on the right foot, swing the left leg 12-18 inches to the left, spring upward with the right leg and land on the right foot.

Step. 4. Do the entire stunt.

The step-teaching technique stresses the importance of keeping the weight from going too far to the left with the leg swing when doing the *Side Kick*. It also focuses upon proper timing of movements and the way to maintain balance when jumping and when landing.

Step-teaching may lead the group of children through two or three stunts which have similar movements. An example is the *Whirling Dervish* (one-half jump turn) and the *Full Jump Turn* sequence. Some steps which might be used are as follows:

Step 1. Do a series of one-quarter turns to the left with a slight pause between each. Keep hands on hips throughout the exercise.

Step 2. Same as Step 1 but with no pause between the movements.

Step 3. Do one-half jump turns to the left with a slight pause between each. Keep hands on hips and feet shoulder width apart during each movement. Twist the head and shoulders slightly to the left as the legs extend in order to get sufficient angular force for the turn. Keep the head and chest high to maintain the body in a vertical line during the jump turn.

Step 4. Do alternate left and right one-half jump turns. Use the same position and instructions as in Step 3 but with the turns occurring in alternate directions. This step aids in developing control of the body when doing turning movements.

Step 5. Combine quarter and one-half jump turns. With hands on hips and no pause between movements, do two one-quarter jump turns and a one-half jump turn to the left. Pause at the end of the completed turn, then repeat the three movements either to the left or go to the right on alternate completed turns.

Step 6. Combine rhythmical jumping with one-half jump turns. Place hands on hips and in a slow rhythm do three low vertical jumps followed by a one-half jump turn to the left on the fourth count. Without breaking the rhythm continue to repeat the pattern.

Step 7. Same as Step 6 but on the fourth count do a complete jump turn. The head and shoulders are thrown more in the direction of the turn as the legs extend for the jump. It is difficult for most persons to do the complete jump turn in both directions so a choice of directions should be given.

Step 8. Do a full jump turn from a stationary position. Keep hands on hips when doing the full jump turn until it is learned. This simple rule seems to help in maintaining balance when landing and avoids the vigorous and generally unnecessary arm swing around the long axis of the body.

The series of steps just described may seem a bit repetitious but it could be extended even more with sound justification. Such a series of steps helps expand a short progression, provides opportunity for considerable practice of the basic movements to be learned and gives variety to practice while fundamental movements are stressed.

Evaluation of Skill

With minimal criteria established for performance of the stunts, the teacher can proceed to evaluate progress and achievement. He might set up standards for achievement and make these standards known to the children. Successful performance in a predetermined number of stunts could represent the level of skill demonstrated by a given child and become a part of his mark in physical education.

Major Requisites of First Year Teaching

Tom Brennan

THE BEGINNING TEACHER must fit into a school as he or she finds it. He must study and understand how the school operates and functions in relation to the lives of the students and in the life of the community. The teacher must accept the fact that conformity or lack of conformity to community conceptions of acceptable teacher behavior often determines success or failure. He must study himself in relation to the community to be sure he desires to conform to the demands made upon him while teaching in this situation. Personal standards and habits must not conflict with local conventions.

The teacher must understand the educational objectives of the school; understand how teacher responsibilities are divided and the relationships between various staff members and their respective duties. Most important, he must understand what part he has in these procedures.

The Physical Educator

The primary requisite is to develop an understanding mind; to fully understand the basic values underlying physical education and what its outcomes should be, and to fully understand in what directions he should seek in directing the multiform potentialities of children. He must believe in himself as a basis for trust and belief in boys and girls. As teachers we must see to it our insights, procedures, and methods used in guiding pupils to think and feel independently in relation to their total development are sound and well planned.

Philosophy

There are many conflicting philosophies in our professional field which stress different values derived from physical education.

First, he must have belief in himself as a teacher; he must have competence in our major field and believe wholeheartedly that physical activities afford a medium for educating the student as a whole.

Second, he must realize the importance of selecting and organizing physical activities for their specific kind and worth; he must formulate and administer a broad, inclusive program, a program containing wholesome educational experiences, experiences that contribute toward meeting the individual needs and interests of all the students participating in the program.

The selected activities must afford varied experiences that will educate the student physically, mentally, emotionally, socially, and spiritually, because these are the five primary attributes of total physical fitness. If we can provide gratifying experiences through physical activity for our school youth early in life, perhaps this will motivate these same students to participate in physical activities at all age periods later in life.

Program And Evaluation

The teacher must formulate some organizational scheme for organizing and integrating the learning experiences of the pupils, once the program has been devised. He must divide the total program into teaching units, and then plan day-by-day lessons in order to achieve the specific unit objectives. He must continually examine the program and bring all the activities into a harmonious relationship with what the school as a whole thinks educationally important. Measure success as a teacher by the development of the students whom you guide in their physical education experiences.

Individual needs cannot be known accurately, nor can the effects of individual programs or the general program be known without tests and re-tests of the students involved.

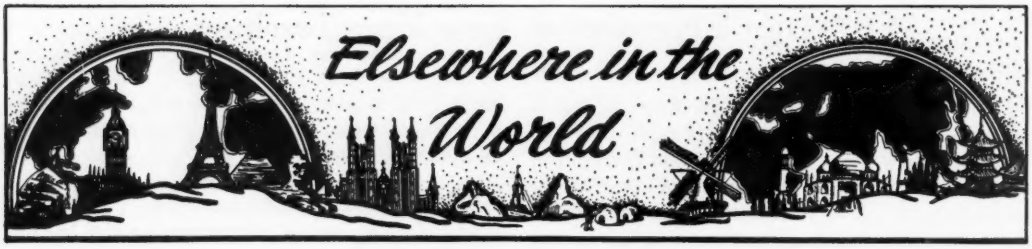
Professionalism

Always be professional minded. Teach physical education enthusiastically and believe it is the most important area in the school curriculum, but never losing sight of the fact that our contribution as a physical educator is only one of many, and that other colleagues are also contributing worthwhile efforts toward the growth and learning of pupils. The physical educator must realize the importance of teamwork with his academic colleagues. If he competes too strenuously with other departments wthin the school by overemphasizing his specific program or activities and functions related to the physical education program, relationships between teachers will suffer. Therefore, we must fit our particular segment of education into the total progarm so that an harmonious whole results.

In Service Growth

In terms of professional growth, the teacher must develop a growing interest in improving himself by further study, travel, and workshop courses; he must develop a willingness to join professional teachers' organizations and attend and contribute to professional meetings. The teacher must develop an interest in the professional literature in the field and in general education; expand his cultural and social interests expressed through reading, clubs, the theater, music, art, politics, and in general community service.

The teacher must plan and replan for best personal and professional development; both are interrelated in achieving optimum service in his chosen profession.



Edited by C. O. Jackson

Physical Education In Denmark

Howard G. Knuttgen

"WE ARE AWARE of what you are doing in your physical education programs in the United States but we are not very much interested until you show us some results." This is a sentiment that I have sensed and heard during my contact with Danish physical education during the past year. The Danes are definitely not antagonistic or derogatory but, rather, they are waiting to see why we have taken new directions. They can see our champion athletes and they hear of our large attendance at football, basketball, and baseball games—but they are waiting to see what physical education in the United States has done for the betterment of the masses.

Physical education had a very early beginning in the Danish school system, with the Education Act of 1814 constituting the beginning of its compulsory inclusion in the curriculum. Since that time, physical education and sport has grown to a very prominent place in the life of the average Danish citizen and, in this report on Danish physical education, I will make every attempt to explore the various phases of physical education and sport and present the results which the Danes can show for their efforts.

As a beginning, it might be well to set down the background to the general program or, as we would say, the "philosophy of physical education." With the kind permission of Dr. Emanuel Hansen, Professor of Physical Education at the University of Copenhagen, I have made the following synopsis of the chapter on "Views and Opinions" from his book, *Sport in Denmark:*

"The Danish viewpoint of the importance of physical education, both to the individuals and the community, does not differ appreciably from that of other countries. It is not supposed that sports participation is a means to freedom from illness or a longer life. In the wider sense of the meaning of the word health as set forth by the World Health Organization, "a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity," it *is* the Danish viewpoint that physical education is "healthy." One might say that physical education has a greater effect on *how* rather than on *how long* a man lives.

The inclusion of physical education as a part of general education rests on the knowledge that, through participation in gymnastics, games, and sports, it is possible to bring about such effects as increased control over the mechanics of movement, improved muscular strength, maintenance of mobility in the joints, greater endurance and capacity for physical labor, and the achievement of a good-looking posture. It is also believed that such participation can develop the qualities of courage, determination, initiative, self-control, consideration for others, team spirit, etc. Danish educationists are in general agreement that such qualities can be developed through sport—although it is admitted that the results of experimental psychology give little support to the supposition of the "transfer of training" of these psychological factors.

These are the viewpoints of educational authorities. Young Danes, however, go in for sport because they enjoy it; they do not speculate about its healthy or educational effects. The authorities try to turn this enjoyment of the game to the best educational account.

Although it is believed in Denmark that sport can be of great importance both to the individual and to society, it is also recognized that results do not always correspond to intentions. It is not unusual that love of the limelight, conceit, jealousy, and club fanaticism are more in evidence that the valuable qualities mentioned above and that sport is often more of a strain than a relaxation and recreation. The reason for this distorted effect is the tendency to make it an end instead of a means: the competitive result becomes the main object. Danish sports associations and educators agree that competition involves educational elements of great value, but they also agree that competitive results must be judged soberly if the valuable effects are not to be replaced by their exact opposite. *Sports must never lose its character of play.*

To sum up, it is the general Danish view of sport and physical education that they are of great value to the rising generation—physically, mentally, and socially—and that there is no need to lay claim to greater effects which lack either foundation or proof."

Every Dane has the opportunity for gymnastic and sport experiences through two sources: (1) compulsory physical education and limited extracurricular sport participation in the schools and (2) voluntary membership in an extremely extensive network of sports clubs. As the training received through the school program constitutes one of the principal foundations of the success of sports clubs, this phase shall be discussed first.

Dr. Knuttgen is a professor in Copenhagen.

Free Standing Gymnastics

The Danish School System

Danish school law requires attendance of a minimum of seven years in what we can call "primary school." At the end of these seven years, there are three directions that a student will take: (1) roughly 40% will either find immediate employment or continue some sort of education before obtaining employment (two further years of primary school and/or a variety of courses in evening schools, folk high schools, agricultural courses, domestic science schools, correspondence schools, etc.), (2) 55% will, after passing the necessary examination, continue on for three years of Real (Ray-ál- School, and (3-) 5% will start Real School with the preceding group and, after two years, enter the Gymnasium and study here for three years. Both the Real School and the Gymnasium terminate with comprehensive examinations. Real School graduates cannot continue to the Universities without special additional training, and the majority become white-collar or skilled workers. Gymnasium graduates have the opportunity of continuing on to the Universities or to the technical high schools, and the majority either go into the professions or become white-collar workers.

Physical Education in the Schools

Although the newest school law will lower slightly the number of hours devoted to physical education, it has been the standard for younger children to meet three times a week and other children either three or four times. At least 35 minutes of every class meeting are devoted to activity. The autumn and spring programs are rich in outdoor sports, with soccer and handball (goal type played on a field or in a gymnasium) being the most popular activities for boys, and longball and handball the most popular activities for girls. Where facilities and class size permit, one also finds such sports as baseball, track and field, and volleyball. The curriculum for the youngest children would, of course, be mainly comprised of games and stunts.

As the outdoor program is rich in games and sports, so is the winter program rich in gymnastics and/or gymnastic-type activities. The core of the indoor program for boys is "free-standing gymnastics," the characteristically Scandinavian group exercises. Considerable emphasis is also given to gymnastic activities employing various equipment (parallel bars, horizontal bar, horses, ropes, booms, rings, etc.). Basketall and indoor handball are also played. The girls have their own version of a gymnastically rich program employing activities in free-standing gymnastics, activities employing special equipment (balls, skipping ropes, hoops, sticks, etc.), and some apparatus work (balance beams, parallel bars, ropes, booms, etc.). Other activities such as dance, handball, and basketball are also found in the indoor program for girls, with the younger ones receiving considerable work in mimetics, story games, etc.

Interscholastic Competition

Interschool competition for boys and girls is conducted on a rather informal basis. The most common type of organized competition for school children is in the form of Sports Days where all the schools of a town or district come together for competition in a variety of sports activities. Schools

also sponsor teams from various age groups in local tournaments. In these cases, the preparations, or practice sessions, are few in number and short in duration and the number of games kept to a minimum. It is also possible that a special game might be arranged with the boys or girls from another school but, again, the arrangements are very informal (e.g., a telephone call a week or so prior to the suggested date). These various competitions are conducted almost solely for the participants and, in the main, there is no effort toward publicity or attracting spectators.

It was my pleasure last autumn to witness the Copenhagen Schools Sports Day, an annual affair at the Copenhagen Sports Park. Over 14,000 children from 39 schools competed in various sport activities. For the girls the activities were handball, longball, volleyball, basketball (boys rules), and track and field. For the boys there was soccer, handball, basketball, volleyball, and track and field.

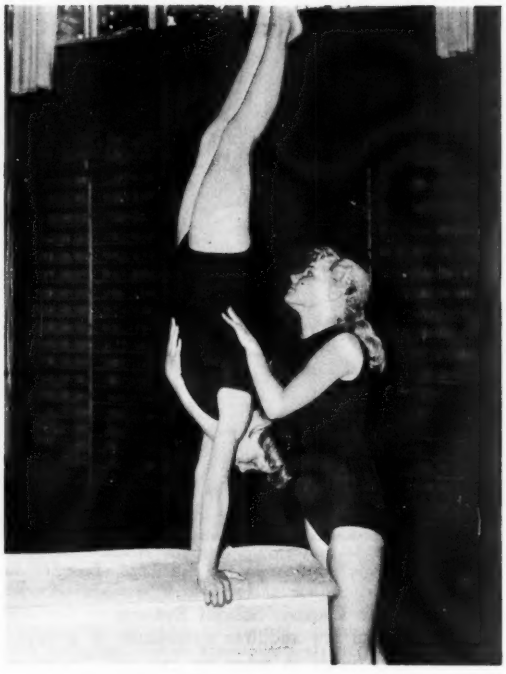
I was extremely impressed by a number of things as I walked around the huge park and saw the thousands of participating children:

1. In spite of a high spirit of competition, there was not one instance of doubt or protest over a referee's decision on the part of any player. Occasionally, there would be comments from one bystander to another about "one that the ref missed," but never was it called to the official's attention.
2. There was no evidence of any coaching from persons not involved in the actual play of the game. As is common in sports outside of the United States, substitution is either forbidden or reserved only for cases of injury. Therefore, the game is left to those persons selected to go on the field and play it.
3. The girls participated in their activities with an amazing amount of vigor and interest. As was mentioned, they played basketball under boys rules. They also use the same rules as boys in handball (a field or court game about as vigorous as basketball and slightly rougher).

Now, what results can the Danish school authorities show for their programs? *First* of all, they can turn to research evidence which shows the growth in strength, endurance, and skill brought about through physical education. But this we can all do, no matter what country we are from.

Next, however, they can turn to an impressive array of statistics on sports participation which give evidence of the degree to which Danes participate as school children and, perhaps more important, the degree to which they continue participation in later life. The figures are extremely high. Danes learn to love sports and they continue to participate for many years (see statistics presented under *Club Participation).* Although it is difficult to estimate the contribution of school programs to this interest level, it seems safe to assume that the contribution is great.

Third, it is now possible for Danish physical educators to assess the "fitness" of their youth in terms of another school population, that of the United States. With the cooperation and help of the teachers of physical education at Ordrup Gymnasium and Gammel Hellerup Gymnasium, the Youth Fitness Test of the A.A.H.P.E.R. was administered to a representative group of Danish school children. In the seven events of the test, 69% of the scores of the Danish boys and 86% of the scores of the Danish girls exceeded the American averages (complete results of this investigation to be published).



Gymnastic Stunt

Teacher Education

The teachers for the primary schools and Real Schools come through teacher training colleges called Seminaria. They undergo a four year course of study with approximately 560 lessons in physical education for *all* future teachers. The physical education phase of their curriculum consists of theory, methods, practical work, and practice teaching. Advanced instruction in specific subject areas is available to them through courses, which usually last one year, at Teachers High Schools (note: the term "High School" should actually be translated to the English word "College"). In the case of physical education, this additional training is chiefly furnished by the Danish Teacher's High School and the High School for Physical Education, both located in

Copenhagen. The one-year course at the second institution comprises approximately 1400 hours of instruction in anatomy, physiology, theory of physical education, practical work in gymnastic and sport activities, the pedagogy of physical education, practice teaching, hygiene and first aid, and, for women, music and dance.

All teachers for the Gymnasia must be university trained. The course of study at the University of Copenhagen, including a major and a minor field, normally takes around seven years. The physical education phase of the training of those students majoring or minoring in physical education is taken at the High School for Physical Education, which works in cooperation with the University. The Director of the High School also holds the positions of the Professor of Physical Education for the University and Director of the Laboratory for the Theory of Gymnastics, which is located in the Physiological Institute. This combination of positions is, perhaps, one of the best indications of the status of physical education at the University. The principal approach to physical education is physiological, rather than psychological and/or sociological, and, as such, it is regarded as an area of science. The chair of "Professor" that the Director holds is actually appointed under the College of Natural Sciences of the University of Copenhagen.

One concept that receives considerable emphasis in the training of physical education teachers is that they should *not* become specialists only in this area. They are encouraged to give equal if not additional stress to other curricular areas (e.g., 90% of the University students coming to the High School have physical education as their minor subject, with a major field of history, language, etc.). It is felt that this approach fosters the following effects:

1. The teachers of physical education are not singled out as such but become integral parts of the "school's academic community."
2. Physical education thereby becomes more easily assimilated in the school curriculum and its educational objectives more easily attained.
3. For the young teacher, his total job is made less physically taxing and monotonous and, for the older teacher, it facilitates partial or total withdrawal from physical education instruction when he reaches an age when it becomes too severe physically.

It has been my observation that this approach has tremendous merit. It is difficult to imagine a greater respect on the part of the students and the community for the teachers who have physical education as one of their subjects and for the part played by physical education in the total school curriculum. It is also not uncommon to visit a school and talk to a number of older teachers of language, history, science, etc., who, at one time taught physical education but now feel that they could not do justice to instruction in this area because of the physical demands.

Club Participation

In addition to the Danish people being an active and outdoor-minded people, favorable attitudes toward exercise and sport are developed in the school programs just described. As will be shown, the participation of Danish citizens in a variety of sports activities outside of the school programs and in the after-school years is indeed impressive. It should be pointed out that the statistics presented in the following paragraphs are for a nation with a population of around 4,500,000 people.

First of all, there are opportunities for school children to participate in gymnastics and sports activities, as well as hiking, camping, etc., through such organizations as the Boy Scouts, Girl Scouts, YMCA, YWCA, Voluntary Boys Federation, and Children's Athletics organization. The total membership of these organizations in 1955 was around 120,000 children. Also, a great number of children are members of the many sports clubs.

A sport club is an amateur organization made up of a group of people living in the vicinity of one another who have an interest in pursuing one or more particular sports. The club is most commonly sponsored by the local community and is chiefly financed through members' subscriptions and possible government grants. The club will either rent facilities (as is common with the many "free-standing" gymnastics clubs) or will have their own clubhouse and sports facilities. As each community in Denmark is required by law to provide a gymnasium and sports grounds and make them available to the community when they are not in use by the schools, there is little difficulty in securing facilities. The members' subscriptions are usually extremely nominal. With the help of monies obtained through football pool betting, the government makes more than $400,000 a year available for sports purposes.

Most clubs become affiliated with a larger organization or union of sports clubs, although there are many small clubs, especially among the free-standing gymnastics clubs, that do not affiliate. The largest union of sports clubs in the country is that of the Danish Sport Federation. It consists of over 4,700 separate sports clubs involved in around 30 different sports activities. According to the statistics of 1955, these clubs had a total membership of 831,972 men and women, of which 472,030 actively participated in such sports as football (soccer), gymnastics, handball, swimming, track and field, badminton, rowing, boxing, tennis, etc. For this same year, three other sports club unions, (1) the Danish Rifle, Gymnastic, and Athletic Association, (2) the Danish Gymnastic Association, and (3) the Danish

Industrial Sports Federation, reported "active memberships" of 182,000, 163,000, and 32,000, respectively. It has been estimated that the total number of active sports participants answers to approximately 45% of the total Danish population between the ages of 15 and 40 years.

In terms of specific sports, the approximate numbers of participants in the eight most popular activities are: football—199,000 (25% of the male population between 15 and 40 years old), gymnastics—185,000 (12% of the total population between 15 and 40), handball—120,000, riflery—48,000, swimming—31,000, track and field—31,000, badminton—30,000, and tennis—21,000.

In a research project undertaken in 1953, a representative group of over 1,000 persons (equally divided among the age groups 15-25, 25-35, 35-50, 50 and over) were interviewed in various parts of the country and, among other findings, the following statistics were reported:

1. 31% of the total were active sports participants, 25% being club members and 6% not affiliated with a club.
2. 13% of the total were "passive" members of a sports club (not actively participating in the particular sport activity).
3. Of the total passive group who were not club-members, 58% had been club members at an earlier date.
4. 70% of the total active group participated in their sport two or more times a week; 43% of this group (30% of the total active group) participated four or more times a week.
5. 53% of the active group who were over fifty years of age participated two or more times a week; 45% of this group (or 24% of the total active group) participated for or more times a week.
6. 58% of the active group reported that their sports participation cost them no more than 50 kroner ($7.15) per year, 17% reported that it cost them between 51 and 100 kroner ($7.30—$14.30).

The great majority of the members of sports clubs belong for the purpose of participating with other club members in the specific activity. However, a considerable amount of competition does exist among the various clubs in those activities that lend themselves to games, matches, tournaments, etc. Even then, competition is open to all levels. For example, a soccer club whose best team plays in the Danish First Division (the equivalent of U.S. Major League baseball, although the Danish players receive no money for playing) will also have teams of various age and skill levels playing with other clubs equally as often as the "First Team."

The instruction and leadership of the various sports clubs comes from various sources. Some of the leaders have training as teachers, while many come from the ranks of the better skilled. In the case of the gymnastic clubs, a large percentage of the leaders have gone through the gymnastic training courses at one of the Folk High Schools located in various parts of the country. The Folk High School movement, initiated by N.F.S. Grundtvig in the 1830's, constitutes one of the most important factors in the maintenance of the high level of interest and participation in gymnastics and sport, particularly on the part of the rural population. These country schools, nearly all of which are boarding schools, are designed to give the young adults of the rural population additional general education, the opportunity for group living, and, in some cases, specialized instruction in gymnastics, pre-training for nurses, artisan training, etc. There are five schools that have gymnastics and sport as their principal emphasis and each year, in three and five-month courses, they turn out hundreds of young people who will return to their communities to become leaders and teachers in the various gymnastic and sport organizations.

Observations

The outstanding fact about physical education in Denmark, is the very high status that it occupies. Status refers to the attitude of the Dane toward physical education and sport, toward the role this area plays in the culture of his country, and toward the role this area plays in *his* life. Physical education is considered to be a necessary and respected part of everyday life. Sports *participation* on any level has not been allowed to slip away from the masses and become a thing that interests mainly the highly skilled.

The factor that has contributed the most to the building of the Danish attitude, is the preparation of school physical education teachers. All school teachers who train in the Seminaria for the primary and Real Schools have physical education as one of their subjects. Ninety per cent of the teachers coming from the Universities to teach physical education in the Gymnasia have this subject as a *minor* area.

8he second group, as teachers ni the highly respected Gymnasia, are regarded as real specialists in their respective fields. To have some o these specialists teach physical education as one of their duties is one of the greatest testimonies that physical education can receive.

In conclusion Denmark does not produce a tremendous number of international sports champions —but an outstanding job is done by and for the four and a half million citizens.

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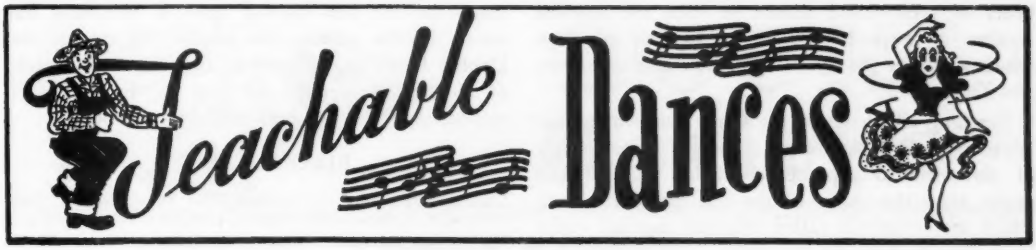

Edited by Cecil C. Franklin

Anyone interested in contributing square, round, and folk dances should write C. C. Franklin, Men's Gymnasium, Southern Illinois University, Carbondale, Illinois.

Let's Standardize the Lindy

I. F. Waglow

THE TERMINOLOGY IN describing various social dances is somewhat standardized by the authors of books on dance. However, some variations in describing certain dances by the authors appear in the literature. The dances which have not been standardized are the Single, Double, and Triple Lindy. It is difficult to determine why one author calls a particular step pattern a Single Lindy and another author calls the same step pattern a Triple Lindy. To add to the confusion of this disagreement in calling the same step pattern by a different name, another author gives an entirely different step and rhythm pattern for the Single Lindy, and the rhythm pattern of the Double Lindy is similar to what other writers call a Triple Lindy. In short, the authors of our dance books have agreed to disagree on the step known as the Lindy.

In teaching a particular step pattern the name of the dance is immaterial as far as the pupil is concerned. However, in teaching groups of people a progression, the order of presenting is often advantageous to the pupil. Such a progression relates the various steps starting from a simple pattern to a complex pattern. It is the intent of this article to present a logical basis for naming the dances as well as to present a logical order of teaching the assortment of dances which bear the connotation of Lindy.

What rhythm pattern should be used in the Lindys?

Since there are variations in the rhythm for the Lindys described by the authorities, the first decision must be made to standardize the rhythm pattern. Probably the most frequently-used rhythm in dancing to fox trot music is the slow, slow, quick, quick pattern. If this is the popular step for the regular fox trots, why not use this same sequence for the syncopated fox trots and the underlying rhythm pattern for the Lindys?

As teachers of groups where progression and relationships are important, the establishment of a standard rhythm pattern has many advantages. Many individuals shudder at the thought of being a "jitterbug" because of the feeling that it is a complicated dance. However, if they can realize that they use the same underlying rhythm for the Lindys that they use when they fox trot, the transition from one dance to the other will not present a mental barrier and the underlying movement to the rhythm pattern will not be changed. Therefore, the use of the slow, slow, quick, quick rhythm pattern has a distinct advantage in teaching individuals to dance to all fox trot rhythms since it has great versatility in allowing for a wide range of step patterns.

What are the various step patterns of Lindys and how shall they be named?

If one step is taken on each slow count, the title Single Lindy is appropriate. If two steps are taken on each slow count, the term Double Lindy seems fitting. There are two styles of Double Lindy. One style is to touch the floor with the toe and then bring the heel to the floor using two distinct movements; and the second style is to place the foot on the floor without shifting the weight to this foot and then moving the foot a short distance, transferring the weight to this foot so that there are two distinct movements. The latter movement can be described as a false step and then a true step. Finally, if three steps are taken on each slow count, a Triple Lindy is a descriptive title. This the title of the dance is determined by the number of steps taken on the slow counts.

The number of steps taken to the basic rhythm pattern in these dances varies from four in the Single Lindy, six in the Double Lindy, and eight in the Triple Lindy. Therefore, in teaching the dance the

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order of presentation should be from the smallest number of steps to the largest number of steps which would be the following order: Single, Double, and Triple Lindy.

Teaching all phases of the Lindy has two distinct advantages. One advantage is that it gives variety of movement to a particular rhythm pattern. Secondly, since the tempo of the syncopated fox trots which are commonly called jitterbug rhythms varies from slow to fast, the step pattern can be adjusted to the tempo. If the tempo is fast, the Single Lindy is the easiest to perform. If the music is slow, the Triple Lindy is appropriate.

In addition to the variations in tempo, many orchestras play the composition with a decided heavy beat. This tends to give the dancer the feeling of wanting to be heavy on the floor or a desire to emphasize the beat on the floor in executing the dance. In this instance the dancer will employ the Double Lindy to this type of music since this style of moving exaggerates the step on the floor and emphasizes the down beat and the up beat.

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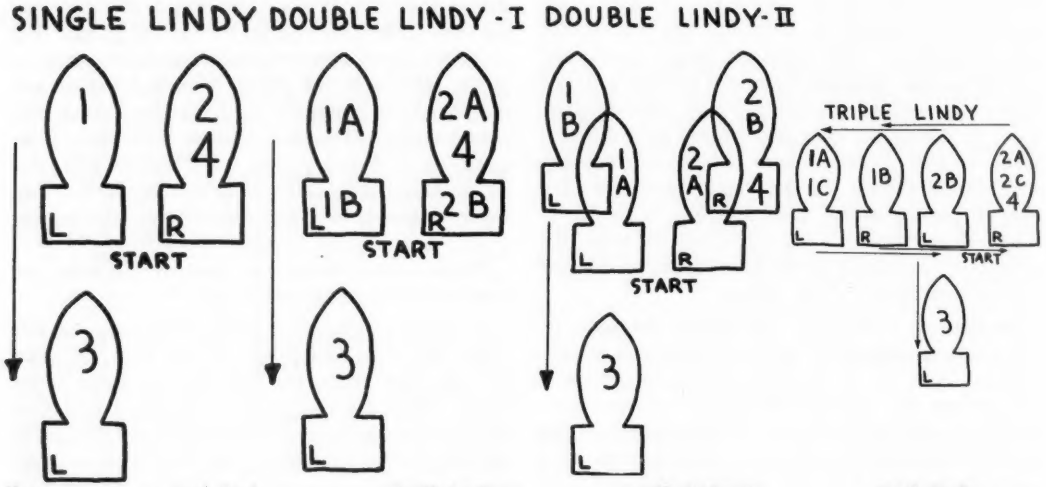
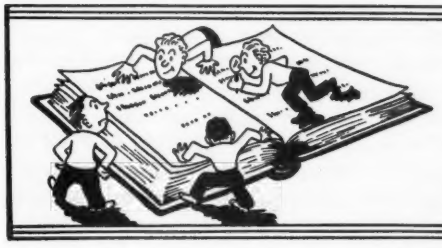
STEP PATTERNS FOR THE LINDYS



Time	*Single Lindy*	*Double Lindy—I*	*Double Lindy—II*	*Triple Lindy*
Slow	1. Step on left foot.	1A. Left toe to floor. 1B. Lower heel to floor.	1A. Left foot on floor with no weight on it. 1B. Move it forward shifting weight to left foot.	1A. Step to the left on left foot. 1B. Step to the left on right foot. 1C. Step on left foot.
Slow	2. Step on right foot.	1A. Right toe to floor. 1B. Lower heel to floor.	2A. Right foot on floor with no weight on it. 2B. Move it forward shifting weight to right foot.	2A. Step to the right on right foot. 2B. Step to the right on left foot. 2C. Step on right foot.
Quick	3. Step back on left foot.	3. Step back on left foot.	3. Step back on left foot.	3. Step back on left foot.
Quick	4. Step on right foot.	4. Step on right foot.	4. Step on right foot.	4. Step on right foot.



BOOK Reviews

Edited by K. W. Bookwalter

DIEHL, HAROLD S., *Textbook of Healthful Living,* sixth edition, New York: McGraw-Hill Book Company, Inc., 1960, 484 pp., $6.75

This revised book has been completely reorganized and redesigned. Many new charts, graphs, and illustrations have been added. Tabular and graphic materials are better presented and more informative. Chapters on Mental Health, Glands and Internal Secretion, Sex Life, Stimulants and Narcotics, Dietary Dangers, and Communicable Diseases have been rewritten, and all chapters have been brought up to date.

Reading ease has been improved through the use of wider pages divided into columns and through the use of boldfaced headings and sub-headings.

Although the manuscript has been rewritten, the subject matter treated remains basically the same. A wealth of information suitable for the general reader, student, or teacher.

WALTER L. COOK

DUNBAR, FLANDERS, AND BRODY, Leon, *The Psychology of Safety,* Center for Safety Education, Division of General Education, New York University: 1959, 22 pp., $0.50

This publication is in two parts, the first "Accidents and Life Experience," and the other "Accidents and 'Attitudes' ".

Through study of the life experience of a control group of accident patients, it was found that their life experience preceding the accident "differed markedly from the ordinary run of life experience for the ordinary human being." Some people develop accident habits or catch accident proneness. Seven suggestions are given for helping to prevent the development of accident habits or for spotting those developed.

In the second part, Brody, on the basis of other studies, hypothesizes that the accident repeater or potential repeater is "a case of maladjustment of which one symptom is accident involvement."

Research of the past two decades supports the view that group processes may be the most effective means for developing or modifying attitudes and behavior. These techniques; group discussion, group discussion-decision, and role playing, are described and favorably evaluated.

A summary, conclusions, and an extensive bibliography are included.

WALTER COOK

DUNCAN, RAY O. AND WATSON, HELEN B., *Introduction to Physical Education,* New York: The Ronald Press Company, 1960, 204 pp., $4.00

This book is written primarily for the student preparing to teach physical education. A general review is given of the role of physical education in society at different times, the objectives of physical education, and of the unique contributions and relationships of physical education to education. Aspects of health and school health programs, recreation, and athletics and their relationships are also given. Pertinent facts and theories about growth and development and fundamental principles of learning are set forth with explanations of how these apply in teaching motor skills and social competencies. The book concludes with a chapter on professional development in which the student is given information on possible careers in health, physical education, recreation, and sports and the desirable preparations for them.

CAROLYN BOOKWALTER

GABRIELSEN, M. ALEXANDER, SPEARS, BETTY AND GABRIELSEN, B. W., *Aquatics Handbook,* New York: Prentice-Hall, 1960, 202 pp., Illus. $5.25

The book is profusely illustrated and is written in an easy style. From beginnig activities it moves to the more advanced and involved boating and water pasttimes. An appendix contains a list of references in the various areas, and a list of firms available in aquatics. Some 26 chapters make up this book. The contents cover such diverse areas as: Sailing, Basic Swimming, Diving, Pool Design and Construction, Bait Casting, Marinas and 20 other separate areas related to water activities. The chapters on Canoeing

and Swimming for the Handicapped and Disabled were especially interesting.

The authors are to be commended for their attempt to provide basic information in such a diverse field. The attempt however to include so many areas appear to have limited the depth of information in each specific section. For general information in all the various aquatic areas, this will be a handy guide.

HOWARD GOLDMAN

HAARLOW, BILL, *Basketball Officiating,* New York: The Ronald Press Company, 1960, 92 pp., $2.95

The qualification, procedures and techniques for good basketball officials are presented in this book. Not a book on rules, this book explains how officials can and should make a more enjoyable and better played game within the rules.

The duties of officials before game time, the respective duties of the referee and umpire during the game, and their conduct on and off the court are explained. Both contact and non-contact violations are discussed. A chapter is devoted to signals with written as well as illustrated explanations given for standard signals.

This book is good for the beginning official, but could also be helpful to many who have officiated for some time.

WALTER COOK

Individual and Team Sports for Women, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 160, 502 pp., $5.50

This is a textbook written mainly for the in-service and pre-service, physical education teacher.

The emphasis in the first part of the book is on methods and materials for teaching all sports activities. It includes basic teaching principles, effective tournament arrangements and unique methods whereby skills, rules and strategies may be taught simultaneously.

Although this section is directed toward the inexperienced teacher, the experienced teacher may also find answers here to some of her problems.

Th second part of this book is concerned with individual, dual and team sports most commonly taught in school programs. Included with each sport is the history, general and specific techniques for teaching and evaluating, as well as coaching hints and strategies to be used as the player progresses in the activity and in his ability. This should be a useful text for the prospective teacher, and a stimulating, resource book for the more experienced teacher.

EVELYN A. DAVIES

JOSEPH, J., M.D., *Man's Posture Electromyographic Studies,* Springfield, Illinois: Charles C. Thomas, Publishers, 1960, 88 p.p, $5.50

The monograph is concerned with the results of the electromyographic studies of some postural muscles especially in relation to muscle tone and the part played by certain muscles and ligaments in the standing at ease position. Theoretical considerations and results of investigations are given for relaxed muscles; leg muscles, thigh muscles, hip muscles, and posterior vertebral muscles. Several generally accepted theories are refuted.

Muscle tone is defined as the response of a muscle to being stretched under certain conditions. Relaxed muscles show no detectable electric activity. In posture of standing at ease, in most subjects, the stability at the ankle joints is maintained by the calf muscles, mainly soleus, at the knee and hip joints by the appropriate ligaments acting at the vertebra joints by only some parts of the sacrospinales muscles. There are no apparent differences between the sexes with regard to leg and thigh muscles.

CAROLYN BOOKWALTER

LAVEAGA, ROBERT E., *Vollyball,* New York: The Ronald Press Company, 1960, 128 pp., $2.95

This book gives comprehensive treatment of the various factors involved in volleyball from beginning to advanced stages. In addition to basic fundamentals and the techniques of ball handling, chapters are devoted to serving, defense, offense, and the attack or spike. New ideas for defense and offense, based on the latest revision of rules, are presented. Advice is given for the selection and training of players for intensive competition. A chapter on officiating presents duties of the various officials, terminology, signals, and a sample score sheet. Volleyball for girls and women is treated separately, with differences in men's and women's play pointed out.

For the teacher, suggestions for class organization are given in one chapter, while skills tests or drills are included in five of the chapters.

The student of volleyball will find that the descriptions and explanations, supplemented by ample illustrations, are easily understood.

WALTER L. COOK

MILLER, BENJAMIN F., AND MILLER, ZELMA, *Good Health—Personal and Community,* Philadelphia: W. B. Saunders Company, 1960, 546 pp. $6.00

This book was designed for use as a college textbook. The subject matter coverage is broad, yet, brief. Factual description and explanations are used. The brevity with which each area is treated plus the simplicity of the wording makes for ease of read-

ing and understanding. Italics are used to draw attention to key statements and questions. A recognizbale effort has been made to produce a book students will enjoy reading. The subject matter is presented in seven sections under the headings of: (1) the Emotional Life, (2) How The Human Body Works, (3) Nutrition, (4) Hygiene for the Individual, (5) Marriage, (6) Disease, and (7) Personal and Community Health Service. Chapters dealing with (1) exercise, posture, and sports; (2) first aid, and (3) radiation benefit and hazards are included.

At the end of each chapter there are questions and topics for discussion.

WALTER COOK

President's Council on Youth Fitness, *Report of Progress on the Fitness of American Youth Fiscal Year,* 1959, The Council, Washington, D. C., 218 pp.

The report is in six sections as follows: (1) action taken on specific recommendations, (2) state-by-state summary of youth fitness organization and examples of activities, (3) national organization examples of youth fitness activities, (4) federal government fitness activities, (5) summary of activities during national youth fitness week, May 3-9, 1959, and (6) a brief resume of informational sources.

Section five includes a six page report from the U.S. Department of Health, Education, and Welfare.

WALTER L. COOK

SCOTT, C. WINFIELD, HILL, CLYDE M., AND BURNS, Hobert W., editors, *The Great Debate,* Englewood Cliffs, N. J., Prentice-Hall, Inc., 1959, 184 pp., $1.95

The purpose of this book is to provide the lay reader an overall picture of the current debate concerning our schools. The scope has been delimited to public elementary and secondary education and teacher education. About 80 per cent of the content consists of reprints from consumer publications.

The editors have tried to assemble a balanced coverage of pros and cons that permit the reader to become more informed of both sides of the issue. Coverage includes articles dealing with general pros and cons, neglect of fundamental subjects, the challenge of Soviet education, provision for the gifted child, school buildings, teacher training and certification, the over-all case for public education, and proposals for action.

WALTER L. COOK

State of Indiana, *Civil Defense Education In Our Indiana Schools,* Department of Public Instruction Bulletin No. 241, Indianapolis, 1960, 84 pp., $1.50

This publication is designed to give direction to school administrators and teachers in the planning for the protection of school children during disasters and the disseminating of information relative to major catastrophes.

Included in the publication are chapters relating to the organization for civil defense, civil defense education, what the teacher should know about civil defense, teaching for civil defense in the elementary and secondary schools, and radiation detection. Sixteen excellent illustrations point up some of the dangers of disasters and the procedures necessary to a good civil defense program. Suggested units of instruction are provided with emphasis given to the integration of civil defense education within the existing curriculums and subject matter areas.

Most helpful to the administrators and teachers are an extensive listing of books, bulletins, films and other teaching aids, a glossary of terms, and a checklist for civil defense in schools. The checklist is arranged in sections so that the responsibilities of the administrator, the teacher, the nurse, the custodian, the bus driver, and the school-community relations program can easily and quickly be evaluated to reveal gaps in the school civil defense program.

Administrators and teachers will find this publication a valuable asset in planning and teaching for civil defense.

DONALD J. LUDWIG

VAN HUSS, WAYNE, et al., *Physical Activity in Modern Living,* Englewood Cliffs, N. J.: Prentice Hall, Inc., 1960, 122 pp., $2.50

The book is written primarily for men students in university physical education programs to give them the basic reasons for physical education and the "how" and "why" of physical education programs. Included in the book are chapters on the physical inventory, developing one's physical potential, maintaining physical condition, exercise and weight control, preventive values of sports and exercises, mechanics of daily living, guidance for selecting physical activities, general test battery, special strength and flexibility tests, and suggested exercises for proper body alignment, strength, and flexibility.

The emphasis is upon meeting personal needs through physical activity. Illustrations, charts and bibliographies supplement the educational materials —all of which should give a student much insight as to the values of a good physical education program and a personal physical conditioning program.

CAROLYN BOOKWALTER

Noteworthy People in the Profession

Edited by K. W. Bookwalter

ELSA SCHNEIDER was born at Hammond, Indiana. She received both the B.S. and the M.S. degrees from the University of Wisconsin.

Her experience includes teaching in the elementary and secondary schools and in college. She served for several years as Assistant Director of Health, Physical Education, and Safety with the Illinois Department of Public Instruction. She is presently Specialist for Health Physical Education, Recreation and Safety, Office of Education, United States Department of Health, Education and Welfare.

She has served on many committees on the local, state and national level. She has also served as consultant for workshops in many states and in the Provinces of Ontario and Quebec, Canada. She served as Vice President of the American Association for Health, Physical Education, and Recreation.

She is the author of many articles and has been a contributing author to several books.

She received the Honor Award of the Illinois Association of Health, Physical Education, and Recreation and of the American Association for Health, Physical Education, and Recreation.

ELSA SCHNEIDER

RUTH M. WILSON

RUTH WILSON was born at Cripple Creek, Colorado, in 1910. She received the B.S. degree from the University of Utah in 1931 and the M.S. degree from the University of Wisconsin in 1936.

Her experience includes teaching in public schools and at the University of Washington. She is presently the Executive Officer, School of Physical and Health Education, Department for Women.

She has been on many committees for the American Association for Health, Physical Education and Recreation, the National Association for Physical Education of College Women and the Western Society for Physical Education of College Women. She has served as President of the King County (Seattle) Association for Health, Physical Education and Recreation, Western Society for Physical Education of College Women, National Association for Physical Education of College Women and Northwest District Association (AAHPER).

Miss Wilson is an Honor Fellow of the American Association for Health, Physical Education, and Recreation. She is listed in *Who's Who in American Education*, *Who's Who in the West*, and *Who's Who of American Women*.

Her contribution to the professional literature includes articles and books. She is co-author of *Handbook of Marching Tactics* and is author of handbooks and articles concerned with folk and square dance.